Florida

Education - 1937
A. and M. Colleges.
6

Tallahassee, Fla. Democrat
January 10, 1937

# Vesper Program at A&M Negro College is Unusual

The regular Sunday evening vesper services of the Florida A and M college will be resumed this evening, January 10, at 7:15. The program this evening will feature the college quartet. The complete program will be as follows:

Overture, orchestra.

Spiritual, Steal Away, choir.

Scripture, school.

Hymn—"Eventide" (page 27), school.

Prayer,Chant.

Spiritual—Study War No More, school.

Short talk.

Musical numbers:

Selection, orchestra.

Hallelu, spiritual.

By the Waters of Minnetonka, (Lieurance), quartet.

Selection, organ.

The Heavens are Telling (by Haydn), choir.

Announcements.

Spiritual, Swing Low, Sweet Chariot, choir.

General

Education—1937
A. and M. Colleges.

# Negro Land Grant Colleges To Meet At Howard Nov. 15-16-17

Planet 11-6-37

WASHINGTON, Nov. (ANP)—Revising the curricula of the land grant colleges to meet the practical needs of the Negro will be the theme of the first session of the conference of presidents of Negro Land Grant colleges when they open their 15th annual conferences at Howard University on Nov. 15. The conference will open with President W. R. Banks, Texas, presiding.

---

# Land Grant College Heads Hold Annual Meeting

WASHINGTON, D. C.—(ANP)—The Fifteenth Annual Conference of Presidents of Negro Land Grant colleges was held at Howard University here, Nov. 15, 16 and 17.

Members of the Conference are: President W. R. Banks, Prairie View College, Texas; President J. F. Drake, A. and M. Institute, Normal, Alabama; President J. B. Watson, State College, Pine Bluff, Ark.; President R. S. Grossley, State College, Dover, Del.; President J. R. E. Lee, A. and M. College, Tallahassee, Fla.; President B. F. Hubert, State Industrial College, Savannah, Ga.; President R. B. Atwood, State Industrial College, Frankfort, Ky.; President J. S. Clark, Southern University, Baton Rouge, La.; President W. H. Bell, A. and M. College, Alcorn, Miss.; Acting President W. B. Jason, Lincoln University, Jefferson City, Mo.; President F. D. Bluford, A. and T. College, Greensboro, N. C.; President J. W. Sanford, Langston University, Langston, Okla.; President M. F. Whittaker, State College Orangeburg, S. C.; President W. J Hale, A. and I. State College, Nashville, Tenn.; President J. M. Gandy, State College, Petersburg, Va.; and President J. W. Davis, State College, Institute, West Va., President M. F. Whittaker of S. C. State presided.

Associate members are: President F. D. Patterson, Tuskegee Institute, Tuskegee, Ala.; President M. W. Johnson, Howard University, Washington, D. C.; President H. A. Hunt, Normal & Industrial School, Fort Valley, Georgia; President W. R. Valentine, Manual Training School, Bordentown, N. J.; President D. Ormond Walker, Wilberforce University, Wilberforce, Ohio; and President Arthur Howe, Hampton Institute, Hampton, Virginia.

The three day conference was devoted to a discussion of the General Theme: "Revised Curricula of the Land Grant Colleges to Meet the Needs of Negroes." In addition to the members of the conference forty-seven (47) persons connected with the institutions represented by their Presidents, and others representative of various phases of educational, vocational and agricultural work registered and attended the sessions.

On Monday evening, the administrative officers, deans, and heads of departments of Howard University gave a banquet in Sojourner Truth Hall in honor of the Land Grant College Presidents, Dr. Johnson, President, presiding. Responses were made by President Whittaker and Dr. John W. Davis, President of West Virginia State College.

---

# Land Grant Colleges Want More US Funds

Afro-American 12-11-37

### Presidents Say Whites Are Getting More than Their Rightful Share

Baltimore, Md

INSTITUTE, W.Va.—Increased Federal funds were emphasized in the report to the conference of presidents of land-grant colleges by the committee headed by John W. Davis, chairman, president of West Virginia State College, last week.

Pointing out the "glaring inequalities" that exist in the distribution of both State and Federal funds between colored and white schools, the committee also declared in its report that land-grant colleges must have money to support an educational program adequate to serve the needs of colored people.

**Seek Faculty Representation**

Other suggestions follow:

"Encouragement should be given for faculty representation and participation in national meetings in fields of their academic interest.

"Individual institutions are so severely handicapped with respect to funds and facilities for offerings in certain specialized work in agriculture, home economics, and mechanical arts as to make advanced programs ineffective.

**"There might be advantage in co-operative agreement among institutions in a given region whereby each could develop work of a higher type in specific fields by the elimination of duplicate effort in several fields.**

"Attention might also be given a wider adaptation of the radio, moving pictures, and similar technological developments in extending the educational program of member colleges."

Assisting Preisdent Davis on the committee were William H. Bell, Mississippi, and Felton Clark, Louisiana.

---

# Unequal Federal and State Aid To Negro Schools Condemned By Land Grant College Presidents

Age 12-18-37
New York, N.Y.

INSTITUTE, West Va.—Prof. John W. Davis, president of West Virginia State College, and chairman of the Conference of Presidents of Negro Land-Grant Colleges, has just released a 21-point statement of educational policy which was authorized by the conference recently held.

The report attacks the glaring inequalities in federal and state aid to Negro colleges as against that granted to white schools and concludes with the recommendation that "there is a need for the appointment of a special research committee to study the changing social and economic conditions of society which influence the curricula of Land-Grant Colleges for Negroes."

The report signed by Profs. John W. Davis of West Virginia, chairman, William H. Bell of Missisippi and Felton Clark of Louisiana secretary, follows:

"1. Aims and Objectives. We recognize that any serious approach to the task involved in revising the curricula of Land-Grant Colleges to meet the needs of Negroes must include also a study and, if necessary, a restatement of the objectives and aims of the colleges. Such a restatement must include new fields of human endeavor, keeping in mind that the Land-Grant colleges for Negroes are in position to make a distinct contribution to American life and culture.

2. Federal Aid. The glaring inequalities which exist in the distribution of both state and federal funds between schools for Negroes suggest action on our part which would aid in bringing about results as follows: (a) a type of federal aid to education in the states which would guarantee to Negro schools of the South an equitable share of such funds; (b) a proportionately larger amount of all federal funds now available to states for Land-Grant Colleges for use in the Land-Grant Colleges for Negroes; and (c) particularly, provision for research in our member colleges through federal money as made possible in the Purnell Act, George Dean, Hatch, Smith-Lever, Smith-Bankhead-Jones Acts and other acts. The Land-Grant Colleges for Negroes must have money to support an educational program which would be planned to serve adequately the needs of Negroes.

3. Federal Tenant Purchase Program. The agricultural situation among Negroes in the South challenges our colleges to aid them by (a) making available to the farm tenants, owners and their families the benefits of the federal tenant purchase program; (b) federal resettlement projects; (c) federal recreational programs; (d) cooperative enterprises; (e) farmer group buying and marketing and (f) assisting in the promotion of more wholesome and cooperative landlord and tenant relationships.

As a further aid in this connection we would suggest that all possible influence be brought to bear to secure Negro membership on state advisory and county committees of the federal tenant purchase programs. Effort should be made also to secure Negro managers in connection with resettlement projects.

4. Student Personnel Work. Programs should be initiated to give increased attention to the needs of students which lie within and beyond the curriculum. Personnel programs extending from orientation and guidance to placement might well be developed to greater usefulness.

5. Faculty Personnel Work. A program should be designed in all of our member colleges to aid in the professional development of the faculty. This would cover recruiting, orientation and guidance for the new members and extend to problems of personal development, promotion, housing, health, recreation, sabbatical leave, tenure, and retirement for all staff members. This is a necessary part of any worthwhile program of curriculum study and revision.

6. Research. The advancing status of our member institutions demands initiation initiation of programs of research. Such should include the applied fields of agriculture, home economics and engineering, and also human resources through economic, sociological, and other approaches. The research program should provide for student faculty and community participation.

7 . Graduate Work. Provision has already been made for advanced work in a number of our institutions An increasing number of students will apply for courses on the graduate level It would seem a wise precaution to assure the adequacy and effectiveness of the undergraduate program before advancing into the graduate field

8. Adult Education. Our institutions may render a great service through participation in programs of adult education. Among other things this would make of education a continuous learning process extending far beyond graduation. The rapidity of change in affairs in modern society demands this extension of the present educational program.

9. Teaching Techniques. Educational programs providing for off-campus learning on the job would offer definition and reality in many fields especially those of business, agriculture, home economics and the trades and industries.

10. Field Agents. Our colleges should maintain contact with industry , commerce, and similar activities of the area which they serve. Staff members charged with such responsibility would aid in carrying the college to the people and would in turn, bring back to the colleges concrete, timely and valuable findings which would contribute to its educational effectiveness.

11. Faculty Representation. Encouragement should be given for faculty representation and participation in national meetings in fields of their academic interest. In this there Is lrge opportunity for enriching our academic efforts.

12. Regionl Developments. Individual institutions are so severely handicapped with respect to funds and facilities for offerings in certain specialized work in agriculture, home economics and mechanic arts as to render academic programs ineffective. There might be advantage in cooperative agreement among institutions in a givvelop concentrated work of a higher type in specific fields, by the elimination of duplication of effort in several fields.

13. Labor Relations and Unionism. Developments in labor situations inevitably affect the Negro as a worker. It would seem to be the province of the Land-Grant colleges to offer studies in this field designed to prepare trained leaders for this important service.

14. Cultural Subjects. Modern languages and other subjects which may seem to be largely cultural should not be discarded. They may rather be made to aid in the education of the completely equipped citizen. Racial respect, for example, is a new objective in certain courses in modern languages. Training in appreciation of music and art, and the larger aspects of religion should be incorporated in any program of cultural development.

15. Radio and Similar Instrumentalities. Attention might well be given toward a wider adaptation of radio, motion pictures and similar technological developments in enriching and extending the educational program of our member colleges.

16. Rural Rehabilitation. Our colleges should initiate immediately long range planning programs involving correlated research, conducted by representative leaders of Negro and white Land-Grant colleges in the nation and other students of American rural life to eradicate tenancy farming in the South; to initiate intermediary steps to improve immediately Negro tenant victims; to protect old and new land owners who would escape haunting tenancy problems; and to project solutions to social problems involved in transfer, resettlement, regionalization and needed adjustments of tenant farmers.

17. Cooperatives. There is strong conviction that our member colleges should explore immediately the possibilities of consumer and productoin cooperatives among domestic and low wage earning workers of the Negro group. As a practical approach, we would urge off-campus activities in job education as a program for the colleges. This program would sponsor the evolution of menial tasks into more acceptable and desirable ones as well as greater security in jobs of all sorts.

18. Resident Teaching and Research. Revised curricula for our member colleges should include a revitalization of resident teaching through factual material as derived through research in the field of human sources and resources.

19. The Colleges as Service Institutions as Land-Grant colleges should be developed more and more as service institutions for the various states. For the people and the state, practical programs in soil conservation, reforestation and experimentation in education for constantly changing demads should at all times be a part of our immediate objectives. An equitable participation in all federal funds coming into the states for such purposes, would make such programs immediately available to Negroes.

20. Agricultural Conference. An agricultural conference in which definite attention would be directed to the agricultral needs of Negroes in the South and how the Land-Grant colleges for Negroes might serve those needs is a corrent necessity. For this purpose we would suggest cooperative action between members of the United States Department of Agriculture, the United States office of Education, the General Education Board, Land-Grant Colleges for Negroes. Land-Grant colleges for white persons in those states in which there is a Land-Grant college for Negroes, the State Departments of Agriculture and Education of States in which there are Land-Grant colleges for Negroes. A conference of interested persons from these sources would not only focus attention upon the needs of Negroes in agricultrual areas in the South but would also redirect and revitalize the agricultural and extensoin activities of the Land-Grant Colleges for Negroes.

21. Special Research Committee. There is a need for the appointment of a special research committee to study the changing social and economic conditions of society which influence the curricula of Land-Grant Colleges for Negroes. A continuous study of this sort would keep before the faculties of our member colleges factual data upon which curricular changes might be predicted."

Education - 1937

A. and M. Colleges.
6

Georgia
6

Quitman, Ga., Free-Press
January 14, 1937

# Negro Trainees Here Start Apprenticeship

The Georgia State College Trainees have arrived at the Brooks County Training School to begin their apprenticeship teaching. This school has been selected because of its competent administration and the progress that is being made under this administration.

The trainees are at work directly under the supervision of E. E. Williamson, principal of the school. They are to observe his manner of teaching for the first ten days then they will make twenty community surveys. The purpose of these surveys is to give them the status of their patrons and also a base of the construction of their curricula. After this observatory period the trainees will take charge of the regular routine of part time, all day, day unit and evening classes.

The apprenticeship teaching program includes the construction of livestock quarters, poultry houses, terracing, castrating and caring for swine,, and all of the vocational agriculture practices that will be of benefit to the trainees.

They will return to the college on March 22.

Education – 1937

Colleges.

6

Arkansas.

# Philander Smith College Head to Speak April 13

Call

3-26-37

Dr. M. Lafayette Harris, president of Philander Smith college Little Rock, will speak Tuesday April 13 at the Centennial M. E. church on a program commemorating the sixtieth anniversary of the college's founding.

The program will be sponsored by the local Philander Smith club.

Kansas City, Mo.

Association of Colleges and Secondary Schools for Negroes.

Education—1937
Colleges.

# Ass'n. of Colleges and Secondary Schools Meet at State

Palmetto Leader
10-23-37
Columbia S.C.

Orangeburg, Oct 18.—The State A. and M College was host to the Executive Committee of the Association of Colleges and Secondary Schools for Negroes, on Saturday October 16

Dean V. E. Daniel, of Wiley College, who is President of the Association, called the meeting to complete the annual program of the association. which was built around the studies that have been carried on during the entire year. After the annual program was completed at the meeting, Saturday, there followed a discussion of the policies of the organization, as well as proposed amendments to the constitution.

For the last two years, the annual programs of the Association of Colleges and Secondary Schools for Negroes have been devoted, primarily, to the question of occupational and citizenship opportunities for Negroes. When the organization meets at Xavier and Dillard Universities, December 9 and 10, the discussion will be built around the topic "Practices and Problems of Negro School and College Youth Relative to Matters Moral. Social, Aesthetic and Religious."

Dean T. E. McKinney, Chairman of the Commission on Higher Education is calling a meeting at King's Mountain, N. C., on Nov. 5 and 6. The Commission on Secondary Schools, headed by Dr. Alphonse Heningburg of North Carolian State College, has held one meeting at Tuskegee Institute, and is carrying forward projects of the Association relative to this phase of its work.

M. F. Whittaker, President, of the State A. and M. College, acted as host to the following members of the Executive Committee, who were present: Chairman, V E. Daniel; Secretary-Treasurer, Dean L. S. Cozart; W. A. Robinson; J H Johnston; Abram L. Simpson; R. B. Atwood and J. A Simmons

---

# Association of Colleges and Secondary Schools Meet in New Orleans

Palmetto Leader
12-18-37
Columbia S.C.

On December 9th and 10th, the Fourth Annual Meeting of the Association of Colleges and Secondary Schools for Negroes was held in New Orleans at Lillard and Xavier Universities.

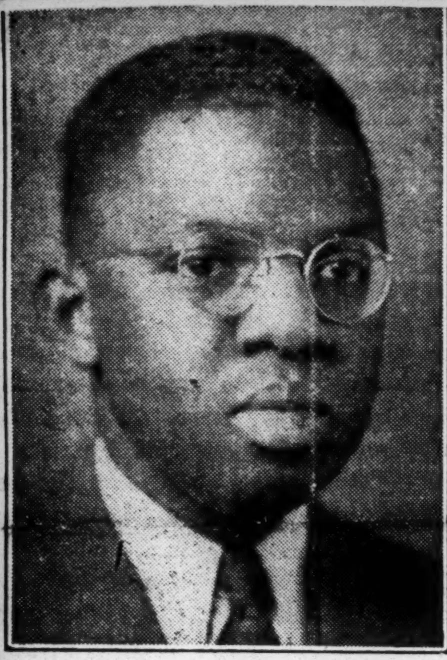
Unfortunately, the writer is unable to make a comparison of this meeting with former meetings since this was the first meeting of the Association attended by him. However, if the previous meetings have been as successful as the meeting in New Orleans, in the opinion of the writer, they have been highly successful.

The meeting had many highlights opening with the morning session of Thursday, December 9th in the Dillard University Auditorium with President V. E. Daniel presiding. The program follows: Invocation and Welcome, Report of Rating Agent by Mr. Fred McCuistion Report of Secretary-Treasurer by Mr. L. S. Cozart, Report of the Commission on Higher Education by its chairman, Dean T. E. McKinney of Johnson C. Smith University, Report of Study Committee on Community Life of Negro Youth by its chairman, Mr. Hardy Liston of Knoxville College. The reports of Dean McKinney and Mr. Liston were followed by a discussion in which A. L. Turner of Tuskegee, Gegroe Kuyper of Hampton Institute, and John P. Whittaker of Atlanta University served as the key men because of their knowledge of the reports.

The afternoon session began at 2:00 P. M. with Dr. H. L. McCrorey presiding This session was highlighted by an address on Graduate Instruction For Negroes by Dr Guy B. Johnson of the University of North Carolina, and this was followed by a panel discussion on Graduate Instruction For Negroes with Dr. Thomas E. Jones of Fisk University as chairman of the panel. The invited members of the panel were Doctors Rufus E. Clement, Atlanta University; Mordecai W. Johnson, Howard University; Arthur Howe, Hampton; John M. Gandy, Virginia State College and F. D. Patterson, Tuskegee. Following the address and panel discussion was a general discussion by the assembly. The main issue precipitated here was whether graduate instruction in Negro colleges should be confined to three or four schools, or whether a larger number of schools should attempt such instruction. This naturally raised the question as to which of the two policies pursued at the present time would result in the greatest efficiency. The general consensus of opinion seemed to have been that for the present, the best policy would be for only three or four schools to offer graduate instruction, and that the most logical schools at present are Howard, Atlanta, Fisk, and possibly Dillard.

On Thursday night, instead of the routine type of meeting, there was a formal dinner meeting in the Dillard University Refectory. Here greetings from other educational associations were extended, and the newly elected members of the Association were presented. They are as follows: J. Andrew Simmons President; William Stuart Nelson and L. F. Palmer, Vice-Presidents; L. S. Cozart, Secretary-Treasurer; and nine members of the Executive Committee, among whom Mrs. Mary M. Bethune and J. H. Johnston are re-elected members. The principal address Education and the Good Life, was delivered by Dr. Mordecai W. Johnson of Howard University. After the meeting, the group was very highly entertained by the Dillard University Players Guild which presented "Suppressed Desires," by Glospell-Cook, and "The Slave With Two Faces," by Mary Carolyn Wells.

Friday, December 10th, the meeting place was shifted to Xavier University, the co-host. The morning session began at 9:00 o'clock, with Vice-President F. A. DeCosta presiding. At this time the following reports were made: Report of Executive Committee on Time and Place of 1938 Meeting, Report of the Commission on Secondary Schools by Mr. W. A. Robinson and Report of the 1937 National Youth Administration Conference by President Felton G. Clark of Southern University. This session was also highlighted by addresses from outstanding men. Dr. Allison Davis spoke on Negro Youth as viewed by the American Youth Commission, Dr. W. W. Kemmerer of the University of Houston spoke on the General College as a New Approach in Higher Education, and President R. B. Atwood of Kentucky State College spoke on A Comparison of the Published Aims of Liberal Arts and Land Grant Colleges. After a discussion of President Atwood's paper by Geo. N. Redd of Texas College, the chapel session was held. At this session there were two things which struck the writer very forcibly. These two things were first, the general cultural atmosphere of the surroundings, and second, the order with which approximately eight hundred students came into chapel. Unless one had been looking towards the door one would



**PROF. J. ANDREW SIMMONS**

never have known when the group entered because of the quietness of the group. During the chapel period, Mr. W. A. Robinson of the Atlanta University Laboratory School gave an address on Progressive Education and the Negro. At the close of the chapel session lunch was served to the group in the very modern and well equipped Xavier Cafeteria.

The afternoon session began at 2:00 P. M. with the President-Elect, J. Andrew Simmons, presiding. At this time he led a panel discussion on Extra-Class Activities and Character. The invited members of the panel were: Ralph Metcalfe of Xavier, Boris G. Alexander of LeMoyne, Marguerite D. Bowen of Gilbert Academy, Ralph Edmonds of Dillard, J. T. Carter of Talladega, Harold Brown of Florida A. and M. College, Joseph Reck of Xavier, V. D. Johnson of Howard, Fred Hall of Dillard and Hilda Davis of Talladega. If the success of the panel can be measured by the extent of the discussion it invoked, the writer thinks that all the people who were present will agree with him when he says that it aroused much interest and enthusiasm. In fact, it became necessary for the presiding officer to bring the discussion to a close before everyone who so desired had opportunity to be heard. Otherwise, the discussion would have encroached upon the time allotted to the next activity. The interest shown in this panel discussion was typical of the entire meeting.

Palmetto Leader
12-18-37

The conference was closed on Friday afternoon with the final business session and a few committee meetings at Xavier.

The next meeting will be held on December 8th and 9th, 1939, at Florida A. and M. College, Tallahassee, Florida.

—J. H. Whiteman.

---

# THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES

## Dr. Mordecai Johnson at Dinner Meeting Sounds Challenge to Education—Dr. Guy B. Johnson of the University of North Carolina Examines Problems of Graduate Instruction for Negroes—Dr. Mann of the General Education Board Leads Seminar on Same Subject.

By L. S. Cozart, Secretary-Treasurer

[illegible] [illegible]
12-23-37

Charlotte N.C.

The fourth annual meeting of the Association of Colleges and Secondary Schools for Negroes was held at Xavier and Dillard Universities, New Orleans, December 9 and 10, 1937. The Association addressed itself to problems concerned with education and the higher values of life. Examination of this subject marked the beginning of a study of the second phase of a threefold approach to problems concerning Negroes in America to-day; the first three years of the Association having been given to analyses of difficulties in the way of functional citizenship and occupational opportunities for Negroes.

At the very heart of the Association's program are the study projects by the Commissions on Higher Education and Secondary Schools. The report of the Commission on institutions of higher learning showed significant progress in their study of the community life of the Negro Youth. The Chairman of the Commission is Prof. T. E. McKinney, Dean of Johnson C. Smith University, and the study committee is composed of Dean A. A. Taylor of Fisk University, Registrar J. P. Whittaker of Atlanta University, and Dean H. Liston of Knoxville College, and retains as research adviser Dr. Charles S. Johnson of Fisk University. The concern of the Commission through its study committee is to determine the outstanding factors and needs of Negro Colleges and Negro Youth served thereby in their social, recreational, aesthetic and religious lives. The Commission on Secondary Schools continues its studies in occupational opportunity and growth of the Negro population.

The relation of graduate instruction to the type of leadership in demand to-day was the underlying reason for bringing the question of graduate instruction for Negroes to the fore. Dr. Guy B. Johnson, of the University of North Carolina, presented a thoughtful analysis of the problem as it exists in the area where this Association operates. His presentation challenged the thinking of the assembly and stimulated panel and floor discussions that followed. The following questions raised by this timely discussion are yet to be answered: Will the Southern States adequately subsidize graduate instruction for Negroes in other areas? Will the number of Negroes desiring graduate instruction warrant graduate instruction in the several Southern States, or would it be more practicable for Southern States to pool their resources and establish a few graduate institutions each of which would be supported by several States? Should centers such as Howard, Fisk, Atlanta and Dillard be developed to the extent of caring for students who desire graduate training?

Panel members taking part in this discussion were Thomas E. Jones, Chairman, Fisk University; Rufus E. Clement, Atlanta University; Mordecai Johnson, Howard University; Arthur Howe, Hampton Institute; John M. Gandy, Virginia State College; F. D. Patterson, Tuskegee Institute.

Able addresses were delivered also by the following persons: Allison Davis, of Dillard University, on "Negro Youth as Viewed by the American Youth Commission."

W. W. Kemmerer, University of Houston, "The General College as a New Approach in Higher Education."

R. B. Atwood, Kentucky State College, "A Comparison of the Published Aims of Liberal Arts and Land Grant Colleges."

W. A. Robinson, Atlanta University Laboratory School, "Progressive Education and the Negro."

Perhaps the high moment of the conference was the able address on Education and the Good Life by Mordecai Johnson, President of Howard University. President Johnson traced the growth of scientific investigation in education to the point where the modern mind apparently ceased to take into account the significance of values that do not lend themselves to analyses in terms of objective standards and determination. He plead for a new synthesis in education demanded by the good life in every age in which art and religion, the love of beauty and humanity should have their rightful, central place in life's purpose, human activities and complex relationships.

The meeting closed with a timely panel discussion which attempted to examine the philosophy of classroom activities and their possibilities for character development. The panel was composed of Ralph Metcalf, Director of Athletics, Xavier University; Boris G. Alexander, Director of Forums and Forensics, LeMoyne College; Marguerite D. Bowen, Gilbert Academy; Ralph Edmonds, Director of Dramatics, Dillard University; Joseph Reck, Director of Business Relations, Howard University.

Officers elected for the year 1937-1938:

For President—J. Andrew Simmons, Principal Booker Washington High School, Columbia, S. C.

Vice-Presidents — President Wm. Stuart Nelson, Dillard University, New Orleans, La.

L. F. Palmer, Principal Huntington High School, Newport News, Va.

Secretary-Treasurer — L. S. Cozart, Dean, Barber-Scotia Junior College, Concord, N. C.

Members of Executive Committee elected:

Mr. Aaron Brown, Jr., Principal, Athens High & Industrial School, Athens, Ga.

Dr. Mary McLeod Bethune, President, Bethune-Cookman College, Daytona Beach, Fla.

Dean J. H. Johnston, Virginia State College, Petersburg, Va.

The next meeting of the Association will be held at Tallahassee State A. & M. College, Tallahassee, Florida, December 8 and 9. 1938.

Education - 1937

Colleges.
6

Association of Colleges and Secondary Schools for Negroes.
6

# ASSOCIATION OF COLLEGES MEETS IN NEW ORLEANS

## Dr. J. Andrew Simmons of Columbia, S. C., Elected President—Graduate Student Problem Discussed

Pittsburgh Courier

2

Pittsburgh, Pa.

NEW ORLEANS, La., Dec. 16—The Association of Colleges and Secondary Schools for Negroes met in a two-day session in Dillard University and Xavier University December 9 and 10. Practically all of the major colleges and secondary schools of the country were represented. [illegible] E. Daniel, dean of Wiley University, Marshall, Texas, presided.

**Discuss Negro Graduate Students**

One of the highlights of the meet was a discussion led by Dr. Guy R. Johnson of the University of North Carolina, Chapel Hill, N. C., on the subject of the Negro graduate student. It was stated that there were several solutions for this subject. One of them was for the Negro to do his graduate work in the existing white graduate schools even in the South. Another was for the Negro schools already existing to provide for graduate work of a high calibre. Still another was to provide regional graduate schools in selected schools, Negro schools being preferred in this instance. The last suggestion was that each state provide funds for Negroes to have their tuition paid in such schools as they might attend to do their graduate work.

**Simmons Is New Head**

J. Andrew Simmons, Booker T. Washington High School, Columbia, S. C., was elected head of the association for the next year. Other officers elected were: Dr. William Stuart Nelson, Dillard University and L. F. Palmer, Newport, Va., vice-presidents; L. S. Cozart, Barber Scotia College, Concord, N. C., secretary-treasurer. New members of the executive committee are: Dr. Mary McLeod Bethune, Daytonia, Fla.; Dr. Hugo Johnson, president of Howard Uni-Brown, Athens, Ga.; H. R. Mary, Covington, Ky. Dr. Mordecai Brown, president of Howard University, Washington, D. C., was the principal speaker at a banquet given in the refectory of Dillard University Thursday night.

**To Meet in Florida 1938**

The next meeting was scheduled to be in Florida where they will be the guests of the Florida Agricultural and Mechanical College in Talahassee, Florida. It was suggested that a new curriculum be established to teach students in Negro secondary schools more serious things about the progressive movements in education. More emphasis was suggested upon social, political and economic problems. Among the many entertainments for the visitors was a tea at Dillard University by Dr. and Mrs. William Stuart Nelson.

Education-1937
Colleges.

Commission on Secondary Schools of the Association of Colleges and Secondary Schools for Negroes.

Advertiser
4-20-37
Montgomery, Ala.

# School Conference Held At Tuskegee

TUSKEGEE INSTITUTE, ALA., April 17.—The commission on Secondary Schools of the Association of Colleges and Secondary Schools for Negroes held its annual Spring meeting at Tuskegee Institute Friday and Saturday, of this week. Those in attendance were: [illegible] Heningburg, director of the personnel department, Tuskegee Institute, chairman; H. R. Merry, principal, Lincoln-Grant High School, Covington, Ky.; H. W. Cobb, dean, Tougaloo College, Tougaloo, Miss.; C. A. Johnson, supervisor, Negro Schools, Columbia, S. C.; E. C. Peters, president, Paine College, Augusta, Ga.; J. S. Simmons, Booker Washington High School, Columbia, S. C.; W. W. Blanchett, Fort Valley Norman and Industrial School, Fort Valley, Ga.; and W. A. Robinson, principal, Atlanta University Laboratory High School, Atlanta. Members of the Tuskegee Institute faculty invited to sit with the commission were: Dr. I. A. Derbigny, administrative dean; Neal F. Herriford, principal of the Tuskegee Institute High School; William A. Clark, director of the School of Education, and B. B. Walcott, editor of The Tuskegee Messenger.

The commission has given considerable study to the National Coordinating Committee, went on record as endorsing the work of the National Coordinating Committee in its support of the Harrison-Black-Fletche bill with proposed amendments.

Much attention was devoted to curriculum studies which are being developed in the several Southern States, and to the participation which the commission will enjoy in the development of this program.

Approval was given the plan for the publishing of a manual on Orientation and Guidance designed for the use of principals of negro high schools throughout the Southern area.

The next session of the commission is set for the annual meeting of the National Association of Teachers in Colored Schools which will be held in Philadelphia during the month of July.

Education-1937
Colleges
6

D.C.

# THEOLOGIANS CONVENE AT HOWARD

Daily World
11-17-37

## Dean And Mrs. Mays Entertain Noted Clergymen

Atlanta, Ga.

## ANNUAL EVENT

WASHINGTON, D. C.—(SNS)—The Twenty-First Annual Convocation of the School of Religion, Howard University, convened from Tuesday November 9, and closed Thursday, November 11. Guest speakers were Rabbi Efraim M. Rosenzweig of Scranton, Pennsylvania, and Dr. Rufus M. Jones, internatioally known leader, speaker and writer of Haverford College, Haverford, Pa. They spoke upon various phases of the general theme of the Convocation "The Religious Meaning of Life."

Both Rabbi Rosenzweig, and Dr. Jones were speakers at the opening session on Tuesday morning in Truth Hall on Howard's campus. Rabbie Rosenzweig in his initial address on "The World Within" spoke of the confusion that confronts many people because they are never able to discover the real meaning of life. He condemned many adults for trying to return to the "childhood stage of life" where they assume no responsibilities, display no interests outside themselves, nor evidence any love except for those who cater to their interests and desires.

Dr. Jones, speaking on the subject "Some Great Adventures of Life," pointed out the need for more adventures into the fields of race relations, conquest of fear, war, and life planning.

In his second address, Dr. Jones spoke on "How a Prophet Lost his Pessimism." Using Jeremiah as his central illustration, he showed that this character in the dark days of Jewish history was usually thought of as a most pessimistic prophet. He believed that none of the social evils about him could be changed because human nature is unchangeable. Watching a potter mold a vessel out of clay he finally came to the conclusion that human nature too could be changed as the potter had not lost faith in the clay, so God had not lost faith in humanity. He pointed out that in 1809, one of the darkest periods in English history, there was born into the world Charles Darwin, Alfred Tennyson, Abraham Lincoln and Gladstone whose later contribution helped to change the world.

Daily World
11-17-37

Rabbie Rosenzweig gave the initial address for the second day upon the subject "Out of Chaos, Order." He pointed out that the human race has not yet discarded all of its chaotic tendencies. "We are still like animals," he said, "group versus group, nation versus nation. Protestant against Catholic, and Gentile against Jews."

Dr. Jones, internationally known mystic, spoke on "The Way of the Mystic." The Mystic believes that it is the nature of God to break forth. He believes that secularization has cut life short in the fields of art, music, drama and preaching. He said "There can be no great productions until we produce a group of men who have caught a glimpse of eternity. We have conquered the outside world, but we are still not at home in the universe."

The closing sessions of the Convocation found both Rabbi Rosenzweig and Dr. Jones bringing their messages to a dynamic close. Rabbi Rosenzweig, speaking on "The Shores of Truth," pointed out that as human beings, we are constantly at war with our times. He said "We desire to bring meaning into life against the impersonal desire, as it were, of contemporary tendencies to reduce our world to meaninglessness.

Dr. Jones, speaking on the subject "The Calming Hand," emphasized the great need of radiant, triumphant peace and serenity which can sustain one's faith in the time of confusion. He condemned the attempts of some people to seek happiness by detachment of their lives from the lives about them.

The Convocation closed with an afternoon lecture by Dr. Jones on "The Hero in Thy Soul." He stated that the greatest legacy a hero leaves to his race is to have been a hero. "The highest type of hero" he said, "is the one who discovers a new principle of life, who puts his life behind it, and by this principle changes the world." He made a plea for a deeper moral heroism in the world today, using an O Testament prohpet as an examp to show triumphant faith as t real force that overcomes the wor

Atlanta Ga.

Dean and Mrs. Benjamin E. Ma were hosts to the guest speak students and faculty members their home on Tuesday eveni where an informal discussion many problems took place.

# Dental School Costs Most at Howard U.

Afro-American 12-11-37 Baltimore, Md.

By JOHN JASPER

WASHINGTON

## U.S. Pays $1,393 a Year for Each Dental Student; $379 for Each College Student; and $222 for Each Graduate Student; It Costs University Big Sum of $948 a Year for Each Theological Student, and Only $379 for Each College Student

The Howard dental school is the most expensive department per student in the university, according to figures made available in the recent printed report of the university's treasurer.

While it costs $379 a year for each student in the school of liberal arts (the college) it costs the university $1393 (3½ times as much) a year for each dental student.

Medical students cost a year almost as much, $1237 each.

### School of Religion Costs High

Ranking third in high costs is the school of religion, where every student costs the university $948 each. This is astounding in view of the fact that there are no laboratories or unusual equipment in this school.

Theological students pay no tuition while others pay $150 to $200 and current expenditures for this school of religion, which has only 21 students have increased $4,000 since 1930 and now total $16,058.

In view of the fact that no Congressional appropriations may go to religious institutions in which theological students pay no tuition, it must be that tuition paid by other students is used to maintain the theological department.

Income for endowment funds devoted to special theological purposes totals only a tiny fraction of the theology's budget.

### Music Costs More than Engineering

Musical education per student ($614 per year) strangely enough costs more than engineering and architecture ($606), and pharmacy at $581, more than law, at $549.

The lowest cost per student per year is $222 in the graduate school.

As new buildings are added, for example, the million dollar library, with its cost of maintenance, the per student cost of education at Howard will go up by leaps and bounds unless the size of the student body (now 1946) also increases.

### Medical School Costs Doubled

It cost only $75,000 for current expenses in the medical school (excluding dentistry and pharmacy) in 1930. Last year, this school cost almost twice as much, $146,000, and the enrollment remains practically unchanged.

### Law School Costs Less

The school of law is the only university department which has increased its enrollment and costs less to operate today than it did seven years ago.

In 1930, the current expenditures for the law school were $28,000, and in 1937 they were $25,600.

The table below shows the number of students in the various university divisions; current expenditure of each division, direct cost per student which, when added to the overhead cost per student, gives in the final column the total cost per year per student.

### Trustees Travel More

In 1930, Howard trustees cost the university $1800, most of this for travel. In 1937 the cost jumped to $4,527.

The office of Dr. Johnson now costs $3,000 more than it did in 1930.

When combined under Dr. Emment Scott, the secretary-treasurer's office in 1930 cost $29,500. The two offices today are separated. Dr. Scott's office as secretary costs $20,000, and the treasurer's office costs $31,000. The totals are $51,000 now as against $29,500 seven years ago.

### Registration Spends Less

The registrar's office today spends $1,000 less than it did in 1930, but it costs twice as much to run the office of the dean of men and the department of student health and three times as much to run the office of dean of women.

President Mordecai Johnson's office spends $2,000 more than it did in 1930.

The following table shows the general administration costs at Howard by departments. The total when divided by 1,946, the number of students, give the average overhead cost per student per year of $183.

### Howard University Educational Student Costs 1936-37

General administration, library and maintenance current expenditures for 1936-37, are as follows:

| General Administration | Current Expenditures |
|---|---|
| Board of Trustees | $ 4527.66 |
| President's Office | 18,268.53 |
| Secretary's Office | 20,100.39 |
| Treasurer's Office | 31,203.07 |
| Registrar's Office | 16,353.02 |
| Dean of Men's Office | 6,297.16 |
| Dean of Women's Office | 10,873.73 |
| Student Health | 8,438.36 |
| General Administration Exp. | 58,215.35 |
| Total Administration and General Expense | $174,277.27 |
| Library | 29,864.80 |
| Operation and maintenance of physical plant other than auxiliary enterprises and rental properties | *$ 152,819.50 |
| Total cost of administration, library and operation and maintenance | $356,961.57 |
| Overhead cost per student ($356,961.57 divided by 1,946) | 183.43 |

Current expenditures from Exhibit M

### HOWARD UNIVERSITY EDUCATIONAL STUDENT COSTS 1936-37. SCHEDULE 2—COMPARATIVE COSTS OF SCHOOLS AND COLLEGES

| | No. of * Students | Current † Expenditures | Direct cost per student Col. II ÷ Col. I | Overhead cost per student Schedule 1 | Total cost per student. Sums of Cols. III & IV |
|---|---|---|---|---|---|
| Liberal Arts | 1,237 | $242,380.74 | $ 195.94 | $183.43 | $379.37 |
| Engineering and Architecture | 51 | 21,598.37 | 423.49 | 183.43 | 606.92 |
| Music | 75 | 32,306.36 | 430.75 | 183.43 | 614.18 |
| Religion | 21 | 16,058.33 | 764.68 | 183.43 | 948.11 |
| Law | 70 | 25,650.23 | 366.43 | 183.43 | 549.86 |
| Medicine | 139 | 146,566.88 | 1,054.44 | 183.43 | 1,237.87 |
| Dentistry | 38 | 45,970.90 | 1,209.76 | 183.43 | 1,393.19 |
| Pharmacy | 31 | 12,354.96 | 398.55 | 183.43 | 581.98 |
| Graduate | 284 | 10,983.85 | 38.67 | 183.43 | 222.10 |
| Total | 1,946 | $553,870.60 | $ 284.62 average | ...... | ...... |

* These figures from Page 36 of the University Catalogue 1936-37 do not include 162 special students in music, religion, law and dental hygiene.

† Current expenditures from Exhibit M of Report of the Treasurer for the fiscal year ended June 30, 1937.

Education-1937
Colleges.

D.C.

# Howard U. Adopts New Study Program

Afro-American

WASHINGTON.

At its recent semi-annual meeting the board of trustees of Howard University adopted what it termed a "new" program of study for the college of liberal arts. 1-16-37

Hereafter all students in the college of liberal arts will take practically the same courses for their freshman and sophomore years regardless of their major. They will have greater freedom to specialize in their last two years. Baltimore, Md.

In other standard colleges this procedure has been followed for several years. The decision to adopt this program was reached after two years of study on the part of the dean and members of the faculty of the liberal arts college.

The committee that worked out the program comprised Dr. Benjamin Brawley, chairman; Dr. Dudley W. Woodard, Dr. E. Franklin Frazier, Dr. Charles H. Thompson, and E. P. Davis, ex-officio dean of the college of liberal arts.

---

# $80,000 Boost in H. U. Salaries

Afro-American
1-16-37
Baltimore, Md.

WASHINGTON.

The federal budget for the fiscal year ending June 30, 1938, submitted to Congress by President Roosevelt Friday, carries an increase of $25,000 in its estimates for Howard University over the current appropriation.

A comparison of the two periods shows a total increase of $80,000 in the item for salaries and a decrease of $55,000 in the item for general expenses.

### Total Budget $1,135,260

The total new budget of the university is $1,135,260, toward which the estimates carry a total Federal contribution of $700,000.

The balance is to be made up of $407,526 from private sources, $25,890 by transfer of funds from Freedmen's Hospital, and $1,844 by deductions on account of lapses and administrative furloughs.

**Toward salaries of the officers, professors, teachers, and all other regular employees of the university, the Budget Bureau recommends a federal contribution of $530,000. The current Federal appropriation for this purpose was $350,000.**

Provision is made for 387 employees with the payroll totaling $717,723. The 1937 budget estimates called for 381, with a total payroll of $681,319.

Receipts of $185,879 from private sources, plus deductions of $1,844 on account of lapses and furloughs, are expected to provide the balance needed for next year's salaries.

### Professors Get Raise

The estimates provide an average salary of $3,587 for 42 professors in 1938. The average salary of 34 professors in 1937 was $3,242.

**Decreases are shown in the average salaries of associate professors, assistant professors, and instructors, as follows: $3,054 for 30 associate professors, $2,142 for 45 assistant professors, and $1,303 for 62 instructors.**

The 1937 estimates called for an average salary of $3,112 for 27 asociate professors, $2,305 for 39 assistant professors, and $1,393 for 71 instructors.

### No More for Coaches

Notwithstanding the abject failure of Howard in football, last season, the salary of the assistant coaches remains unchanged. It is fixed at $250 each for two coaches. The salary of the chief football coach is not listed as such.

**Salaries are also unchanged of the president, $8,000; secretary, $6,000; treasurer, $4,500; assistant treasurer, $3,300; registrar, $3,500; librarian, $5,000; 9 deans and directors, $4,500 (average); an acting dean, $4,500; a vice dean, $3,000; a clinical professor, $750; 4 clinical instructors, $510 (average); 13 assistants, $1,071 (average), and 3 lecturers, $266 (average).**

Other salaries, also unchanged, are:

Superintendent of buildings and grounds, $3,500; executive secretary to president, $3,500; draftsman, $2,800; university physician, $3,000; purchasing agent, $2,300; cashier, $2,400; assistant cashier, $1,500; secretary to the president, $1,900.

Average salaries, also unchanged, are: 4 bookkeepers, $1,410; 46 secretarial and clerical workers, $1,197; 11 library assistants, $1,411; 10 employees (preceptress, matron, caretaker, etc.), $969; 4 nurses, $1275; assistant to dean of men, $1,600; assistant to dean of women, $1,400; 8 technicians, $972; 12 annuitants, $884.

In the operating services, average salaries estimated for are:

Chief engineer, $3,200; assistant superintendent of buildings and grounds, $2,020; superintendent of construction, $2,000; 4 assistant engineers, $1,800; head janitor, $1,680; secretary-clerk, $1,600; mechanic, $1,560; storekeeper, $1,500;

Four boiler-room operators, $1,200; chauffeur, $1,200; chief watchman, $1,200; 4 watchman, 1,080; 17 janitors, $1,052; window cleaner, $1,020; 6 laborers, $1,000; 2 switchboard operators, $990; 8 charwomen, $960.

---

# Claims Money Should Go to Student Fund

Afro-American

## Proceeds from Sale Did Go to Archer, Court Is Told.

5-1-37
Baltimore, Md.

## LAWYER GOT $500 FOR HIS SERVICES

## Payment Bared after Death of Both.

WASHINGTON.

Howard University feels that it is entitled to $11,200.11 to add to its funds for helping deserving students, according to a petition filed in the District Court.

George E. C. Hayes, attorney for the university, launched the action against the estate of Milton J Lambert, white attorney, who died in 1935. The suit was begun with the consent of Virginius D. Johnson, administrator of the estate of Wyatt Archer.

The petition charges that after the death of Lambert it was discovered that on March 3, 1928, the Washington Loan and Trust Company delivered to the lawyer a check for $11,739.19 on instruction from Archer after sale of certain property. Of that amount only $539.08 was paid to Archer.

Mr. Archer, who was a Howard graduate, made the university the residuary legatee of his estate and left $25,000 to the school. The money was to be used for a student fund.

Seeking to collect the balance from the Lambert estate, the university was unsuccessful. Records show that Lambert received $500 from the executors of the Archer estate in 1931 for legal services.

---

# D.C. Law School Asks Right To Grant Degrees

Journal and Guide

## John Langston School Asks Review of Negative Decision

5-8-37

WASHINGTON, D. C. — The John M. Langston School of Law of Frelingham University instituted legal proceedings in the United States District Court last week seeking a review of the action of the Board of Education in denying its application to a license to award the degree of bachelor of laws.

Norfolk, Va.

At its meeting on April 21, the Board of Education approved the report of an investigating committee recommending that the application be not approved.

The investigating committee reported that the school "is not in operation" and has "no adequate up-to-date library facilities."

The John M. Langston School of Law asks the court to require the Board of Education to license it to grant the degree of bachelor of laws in accordance with its application.

The school filed an application with the Board of Education on December 14, last, for a license to award the degree of bachelor of laws.

The application showed as trustees W. H. C. Brown, former conservator and receiver of the Industrial Savings Bank; James A Davis, a real estate operator; Dr. Simeon L. Carson, prominent surgeon; Col. West A. Hamilton, a printer and reserve Army officer; A. S. Pinkett, a lawyer and real estate operator; George C. Scurlock, Charles F. M. Browne, Mrs. Anna J. Cooper, retired public school teacher; the Rev. J. T. Brooks, J. Finley Wilson, head of the Elks, and Edmund Hill, a lawyer.

It enumerated as the requirements for the degree it wishes to award a 4-year course of study of 34 weeks each, consisting of 10 hours of instruction a week; a grade of 70 as passing and an average grade of 75 in all studies, and a total of 32 credits.

The application also listed as members of the faculty the following members of the District of Columbia bar: W. H. C. Brown, Edmund Hill, Jr., Elwood G. Hubert, Henry Lincoln Johnson, Jr., James A. Davis, Wade H. Carter, E. C. Moylan, Zeph P. Moore, John F. Collins, Wilfred F. Shellman and Russell Morris.

It recited that the school possessed four suitable classrooms and a suitable library with 1,268 volumes, including several standard sets of law works, such as Corpus Juris, United States Reports, and so fourth.

In its petition for a review of the action of the Board of Education, the John M. Langston School of Law alleges that it is aggrieved by the action of the school board in refusing the application in that it "does own and have an adequate and suitable library."

It also asserts that the failure of an educational institution to have students at the time of the filing of an application for a license under the Act of Congress empowering the Board of Education to license educational institutions to confer degrees so as to preclude the operation of diploma mills in the District of Columbia, is not grounds or justification for refusal of a license.

The petition is signed by Mrs. Anna J. Cooper as president of the John M. Langston Law School. The school is represented by Louis Rothschild, an attorney, in the Munsey Building.

# More Teachers, Promotions Are Provided For

Journal & Guide

5-22-37

## Funds For Scientific And Educational Supplies Given

Norfolk, Va.

Journal and Guide Bureau

WASHINGTON, D. C.—The Interior Department appropriation bill, reported to the House Tuesday, May 11, carries a total of $700,000 for Howard University for the fiscal year beginning July 1, next.

This total is $25,000 more than the appropriation for the current fiscal year but is the same amount proposed by the Budget Bureau.

The appropriations committee allowed it for the purpose of providing additional teachers and for the advancement in rank of personnel now employed. The sum of $15,000 will be used for that purpose. The increase of $10,000 was allowed for the purchase of scientific and educational equipment.

### SALARY INCREASE

The bill provides for Howard University a total of $530,000 for salaries, an increase of $80,000 in this item over the current appropriation. It also provides only $170,000 for general expenses, which is $55,000 less than the current appropriation.

In requesting an increase in the item for salaries, Dr. Mordecai W. Johnson, president of the university, told the appropriations subcommittee, that the sum of $10,000 of the increase would be applied toward providing educational personnel to meet the urgent needs of instruction in the colleges of medicine, liberal arts, the graduate school, law, music, and in student health; and $5,000 would be used for long-delayed advancement in rank among teachers who have undergone special training through scholarships and fellowships by philanthropic foundations and by the trustees of the university, so as to enable them to do the work of mature, full-time professors.

### SUPPLEMENTARY FUNDS

Dr. Johnson said the university hopes to supplement the $5,000 increase the committee allowed for the advancement in rank among teachers by an additional sum of $10,735 from increased private resources.

The decrease of $55,000 in the item for general expenses is accounted for by the transfer of $65,000 from general expenses to salaries, incident to a ruling by the Comptroller General requiring that all salaries previously paid to the employees of the maintainance division of the university shall be paid from the regular salary item.

But the committee allowed an increase of $10,000 in the item of general expenses after the transfer of funds was made so that the university may purchase the following scientific and educational equipment:

### DEPARTMENTAL QUOTAS

In the college of medicine, department of bacteriology, $580; animal quarters, $400; pathology $400; pharmacology, $300; obstetrics and gynecology, $20; total for the college of medicine, $1,880.

For the College of Dentistry $1,600 for the purchase and installation of four dental units; $788 for an octoclave sterilizer, laboratory bench, compound heaters and alcohol torches in clinical denistry; total for the college of dentistry, $2,388.

For the college of liberal arts, home economics, $1,948 for the furnishing of a home economics cottage.

For the school of engineering and architecture, department of civil engineering, one precise transit, $800; one precise level, $800; one invar tape, $50; one cooling unit, $168; heating and ventilating measuring devices, $140; one air compressor, $250; one experimental Diesel engine, $250; total for the school of engineering and architecture, $2,458.

For the school of music, one parlor grand piano, $776; for the women's dormitories, one piano, $550.

---

# Terrell Law School Plans Fund Drive

Journal and Guide

## Cite Lack of Space Due To Increased Enrollment

9-4-37

Norfolk, Va.

(Special to Journal and Guide)

WASHINGTON, D. C. — The trustees of the Robert H. Terrell Law School have authorized the launching of a campaign for building funds, it was announced this week.

Details of the campaign for funds to make a four-room addition to the present school building will be worked out by a committee to be selected for the purpose, according to Dean George A. Parker.

Dean Parker stated that the school must provide larger quarters for the increasing enrollment. Last year the enrollment was 97. This is expected to be considerably increased this year.

The Terrell Law School holds its classes in the evening, making a legal education possible for young men and women whose occupation or business makes it impossible for them to attend classes during the day.

The school will open its seventh annual session Monday, October 4. Members of the faculty besides Dean Parker are, Lafayette M. Hershaw, Louis M. Mehlinger, Augustus W. Gray, Phillip W. Thomas, Emory B. Smith, William C. Hueston, Belford V. Lawson Jr., Horace O. Pollard, J. Flipper Derricotte and Frank W. Adams.

Education-1937

Colleges.

Florida

6

# NEGRO ANGEL: Mary McLeod Bethune, College Founder, Sees Bright Future for Her Race

3-6-37

She built an $800,000 coeducational institution out of sandwiches and cake. She made a mountain out of a mole-hill. She is a modern matriarch. As the guardian angel of the Negroes of the United States, she is the worthy successor to Booker T. Washington.

And Mary McLeod Bethune joyously admits that "never in American history has the Negroes' future seemed so secure."

She ought to know, for frequent have been her conferences at the White House with the President and his wife. Under her auspices, Negro officials recently met to draw up agenda to present to the President and Congress, with an eye to having it incorporated into the general plan for the Second New Deal.

One of seventeen children, born in the swampy rice-lands of South Carolina, spool-legged, kinky-headed Mary McLeod first felt the fire of ambition tingling in her blood when she walked, barefoot, across a plowed field to get her first "book larnin'" in the rural school for Negro children opened in the vicinity of Maysville.

Kinship and succession are reckoned through the mother in her family, who was a direct descendant of a ruling family in West Africa. Following *ante-bellum* custom, Mary's mother, enslaved to South Carolina settlers, took the name of her 'white folks" and became Patsy McIntosh. "My mother," Mary recalls, "was possessed of keen intelligence and great refinement. She had a will of her own, was very constructive, with great vision. She was the business manager of the family." For a similarity of character, Mary might have spoken of herself. Her father having been a slave of the wealthy McLeod family, also of South Carolina, Mary is a child of the Reconstruction period.

**Student**—The intellectual side of her mother's nature immediately struck fire in the child, making her such an eager student she was awarded a scholarship at Scotia Seminary.*

The donor was a white woman, Mary Crissman, seamstress, of South Denver, Colorado. But it was a missionary that the girl wanted to become, not an educator. "I wanted to go to Africa and spend my life bringing Christianity to my kinsmen," she now confesses.

When she was graduated from Scotia, Mary McLeod entered the Moody Bible Institute in Chicago and worked earnestly for two years awaiting an appointment. It never came. Taking her bitterness back to the South, she obtained a position as teacher at Haines Institute in Augusta, Georgia. While she was at Haines, Mary visited Tuskegee and met the man who had built a castle of learning in Alabama and came to a realization of the aim of her life.

But in the castle *she* envisioned, there would be more than home-making courses; there would be classes in citizenship. At its head, there would be a woman — the modern matriarch, head of the family, head of the tribe, head of the first institution of its kind for the people of her race. Mary McLeod left Haines and went to Sumter, South Carolina, where she met another man, a fellow teacher, Albert Bethune, married him and moved to Savannah. They had one son, Albert McLeod Bethune. Hearing that social conditions among Negroes in Daytona, Florida, were "outrageous," she saw there her chance to be a missionary, and at the same time lay the foundations of her dream.

**Charter Students** — With money obtained from selling sandwiches and cake, Mary McLeod Bethune made empty soap-boxes into desks and chairs, burnt logs into pencils, mashed elderberries into ink — and five little wide-eyed, black-skinned piccaninnies became charter students at what became the Bethune-Cookman College.

To-day, 426 students of both sexes roam over a campus of thirty-two acres. Thirty-one teachers, men and women, have been selected personally by Mrs. Bethune. When white people come to call, there are no special seats set aside for them. "Once within the walls of the college," says its founder, "there are neither blacks nor whites, only ladies and gentlemen."

On June 28, 1935, Mary McLeod Bethune was awarded the twenty-first Spingarn Medal at the twenty-sixth Annual Conference of the N. A. A. C. P. (National Association for the Advancement of Colored People) and has been named as one of a group of fifty women who have done the most for the welfare of the United States. Her motto: "Be calm, be stedfast, be courageous." Grounds for her optimism for the future of her race: "Everywhere, I see the signs of greater interracial understanding . . . a growing feeling on the part of ever-increasing numbers of white people that Negroes should have a larger participation in the civic program of the communities in which they live. . . . Common hardship among the people of both races who must work for their living is welding a mutual interest that hitherto has been absent. There is no longer any obstacle that can not be overcome by the strength of spirit and the power of will."

Acme

Mary McLeod Bethune: toward a closer harmony of races and enlightenment of the Negro

---

*A school for young Negro girls maintained by the Presbyterian Church at Concord, N. C.

General

Education - 1937
Colleges.

# Colored Colleges Graduate 2241; Mixed, 447

Afro-American
8-7-37

## Howard Still Largest University; Ohio State Leads Mixed Schools.

Baltimore, Md.

U.S. colleges graduated 2688 colored students with degrees, according to an educational survey just printed in the Crisis.

Of this number colored colleges graduated 2241 and mixed colleges 447.

The survey lists 22,045 students enrolled in colored colleges.

Twenty-three hundred and seventy-one students received bachelor degrees, 162, master's degrees, and the following persons received doctorates in philosophy:

Melvin H. Robinson, Boston U.; Joseph C. Carroll, Ohio State; W. Edward Farrison, Ohio State; Harold D. West, U. of Illinois; Edward L. Harris, U. of Pittsburgh; Charlotte E. Cranford, Yale; Henry E. Hamilton, Cincinnati U..

Howard is the largest colored college with enrollment of 2116, and 226 graduates. Both Tennessee State (127) and Hampton (151) graduate more bachelors than Howard (112).

Atlanta (48) graduated more masters of arts and science than Howard (36).

Ohio State has the largest number of colored students in a mixed university. The total is 422 with 38 graduates.

Colleges ranked in order of their bachelor graduates are as follows:

| | |
|---|---|
| Hampton | 151 |
| Tenn. | 127 |
| Tennessee | 127 |
| Howard | 112 |
| Tuskegee | 102 |
| Southern | 102 |
| Prairie View | 87 |
| Langston | 72 |
| Smith | 71 |
| Florida | 67 |
| Shaw | 62 |
| A. and T. | 61 |
| Morehouse | 57 |

Education-1937
Colleges.
6

Georgia
6

## OFFERS SCHOLARSHIPS

### Graduate Courses Announced by Atlanta Univ.

3-27
[illegible] New York, N.Y.

ATLANTA, Georgia, March 22.—Opportunity for college graduates who wish to continue their academic work and to earn the degree of master of arts or master of science as offered by Atlanta University, which announced this week that a limited number of scholarships for 1937-1938 will be open to eligible candidates. Those interested are asked to write to the Registrar, Atlanta University, Atlanta, Georgia, for application forms and further information.

Applications for these scholarships should be made on or before June 1, the announcement states.

Macon, Ga., News
September 1. 1937

## GROUND IS BROKEN FOR NEW BUILDING

### Agricultural Department of Central City College for Negroes to Be Created

Workmen broke ground yesterday for a new building to house the agriculture department of the Central City College for Negroes.

Prof. C. L. Ellison, a graduate of Tuskegee, has arrived here to head the new department, sponsored by James H. Porter, who is reported to have donated materials for the new building and to have guaranteed maintenance of the new department.

**Machinery Is Given**

The new building will contain offices, a classroom, cannery, agricultural shop, and a completely equipped shoe repair shop. Machinery for the latter is being given by the Rev. R. C. Crouch and his associate Negro ministers in the second congressional district.

Student and volunteer labor is being used on the building, to be completed by Nov. 1.

The John D. Comer building, made possible by a donation from Mrs. Maude Comer as a memorial to her husband, is expected to be completed by mid-September. It will house the domestic science department.

---

# Volunteer Workers Rush to Finish Comer Cottage At Central City College for Negroes by October 5

Telegraph 9-19-37 Macon, Ga.

Telegraph
9-19-37
Macon, Ga.

**MACON NEGROES** justifiably are proud of the new John D. Comer home economics cottage nearing completion at Central City College. It has been made possible through gifts by Mrs. John D. Comer and other white Macon citizens. Above is a photo of a group of white friends and benefactors who visited the scene of work recently. Left to right they are Arthur Lewis, attorney; D. F. Bruce agricultural agent; W. T. Williford, secretary-treasurer of the Macon Coca-Cola Bottling Company; Mrs. Comer and James H. Porter. The Negro in the white shirt is Prof. H. R. Harris, manager of the college, who designed and superintended construction of the cottage. In the background are J. H. Aaron, Henry Phinizy, Joe Paige and Langston Bland, carpenters, who with the students in the foreground, have put up the building with volunteered services. (Photo by Metro).

By BEVERLY WALLACE

Negro volunteer workers are laboring at top speed to complete the John D. Comer home economics cottage at Central City College by Oct. 5.

Telegraph

Last week the volunteers received fresh inspiration when Mrs. John D. Comer made an additional $500 contribution. It has been through her generous gifts, principally, that the new nine-room brick building has been possible, according to the white advisory committee, which voted to name it in honor of her late husband.

9-19-37

Negro students and residents of Macon were so grateful for what their "white friends" are doing for the college that they agreed to construct the cottage with volunteer labor. However, six or seven carpenters and about that many students have done all of the work so far. They are anxious that other volunteers lend a hand so that work can be speeded.

Macon, Ga.

**In the first fever of excitement nearly 40 other carpenters also volunteered their service, but "seem to have forgotten all about that now," according to those who are doing the work. Regardless of whether the slackers are willing to do their portion, the volunteers say they intend to have the building completed on time if it takes them night and day to do it.**

Oct. 5 has been set as the deadline so that the following week can be devoted to furnishing the cottage and otherwise getting it in shape for the "open house" which Negroes and white advisers plan during the week of Oct. 10. It was on that date, 41 years ago, that Central City College was founded.

The Wood-Peavy Furniture Company has offered to donate furniture for a dining room; Rhodes is giving a bedroom suite and Maxwell Brothers a living room suite. The Empire, Marshall Brothers, Johnson Brothers, Goldgar and the U Furniture companies likewise contributing toward the furnishing of other rooms. Burton Smith and Company contributed linoleum for inlay work.

The John D. Comer cottage will provide a practice house for Negro girls and women to obtain practical experience in every phase of home economics, advisers say.

Dr. S. V. Sanford, chancellor of the University System of Georgia, told advisors that there always was a good demand in this part of the country for a well-trained combined chauffeur-gardner-butler and for cooks and housekeepers. Therefore, upon his advice, a tri-training vocational program, in addition to the regular academic work, has been mapped for the college.

Already foundations for Porter Agricultural hall, donated by James H. Porter, have been laid. There male students will receive training in gardening, farming and other agricultural work. Now the John D. Comer building will offer home economics training for girls and women and possibly training as butlers for the male students. Thus one remaining concern of the advisers is to get an adequate building constructed for a garage where boys and men can be taught to become expert chauffeurs and mechanics.

The college is supported by Negro Baptists throughout the state and by white patrons. It was founded Oct. 10, 1896, by Negro leaders who felt it would answer a need for the religious and economic training for youths of their race.

**Financial difficulties, however, have beset the institution since it was organized. Seven years ago it became so heavily involved that it would have been lost to the Negroes except for the intervention of Mr. Porter. He agreed that if they would raise their other outstanding debts, about $30,000, he would cancel the $7,500 mortgage which he took over.**

Since then the Negro Baptists have labored valiantly to reduce their debt but have never been able to clear it up.

Their brightest hope was in obtaining Prof. H. P. Harris, graduate of Hampton Institute in Virginia, who is considered one of the leading educators and college managers of his race, to head Central City College. Although he has been offered higher salaries by several other institutions since he came to Macon, he has chosen to remain here and see this job through.

Thus, because of his leadership and because of developments now underway at the college, advisers definitely believe that Central City is on the upgrade.

### BUYS NEGRO COLLEGE.

MACON, Ga., Nov. 2.—(AP)—James H. Porter, Macon industrialist, has purchased assets of the Central City (negro) College here at a public sale. Porter foreclosed on the college property recently. Arthur Lewis, counsel for the college, said Porter would turn the assets, purchased for $5,000, over to Georgia negro Baptists, who will form new plans for its operation.

Education-1937

Colleges.

Georgia.

Atlanta, Ga., Journal of Labor
September 3, 1937

# Atlanta is Education Center for Colored Race

Atlanta is one of the few cities in the United States that is nationally known as a center of education for negroes.

Morehouse College for men, Spelman College for women and the Atlanta University graduate school which make up the Atlanta University system offer the ambitious negro education all the way from kindergarten through graduate school.

Other institutions of higher learning and this system in Atlanta represent in endowment and plant approximately $10,000,000. It is estimated that at least $1,000,000 is spent annually with Atlanta merchants as a result of these schools being located here.

Many eastern and northern philanthropists, interested in the education of the negro since the War Between the States have contributed generously to these institutions here. Today these schools rank high both materially and academically by comparison with any other negro institutions in the entire country. The ambitious young negro may acquire degrees in theology, social work and the arts and sciences. He has excellent laboratories and libraries at his disposal, and his academic surroundings have been made both pleasant and modern.

In the past 60 years, more than 40,000 students have been enrolled in the institutions and at least 9,000 have graduated. Last year more than 1,200 students were enrolled in the Atlanta University system.

A vast amount of progress has been made in the development of new buildings since the Atlanta University system was organized about eight years ago. This move, in addition to saving expenses for the several institutions, greatly added to the city's reputation as an educational center.

Atlanta University, first of the negro colleges to be founded, was chartered in 1867 and was opened in 1869. Devoted principally to academic instruction, the University now has many graduates with M.A. and M.S. degrees.

Morehouse Colege, founded for the higher education for the negro race, is the only college in the south exclusively for negro men. The school was organized in 1867 at Augusta and was moved to Atlanta and was incorporated as the Atlanta Seminary 12 years later. More than 1,000 persons have graduated since it was organized, and many of its graduates are negro leaders in the professions, especially the ministry.

Morris Brown University, more than 50 years old, is the largest institution in the South and controlled by the negro race.

Clark University, with more than 1,000 graduates, was founded in 1870, and Gammon Theological Seminary, with more than 800 graduates was organized in 1883.

The Atlanta School of Social Work, with the aid of white and negro educators, was organized in 1920 to provide professional training in social work for negroes.

Education - 1937
Colleges.
6

Louisiana.

# Festival Of Music Prior To Ceremonies

Journal and Guide
2-6-37

## Educators From All Parts of County To Attend

Norfolk, Va.

NEW ORLEANS, La.—According to an announcement by Doctor George E. Haynes, chairman of the inauguration committee of the board of trustees, the inauguration of Dr. William Stuart Nelson, recently elected president of Dillard University, will be held on Friday, April 9.

President Nelson succeeded Doctor Will W. Alexander, formerly acting president of the University, and came to Dillard after a five-year tenure at Shaw University, Raleigh, N. C.

During several days immediately preceding the inauguration, the university will sponsor a period of festival including a drama festival the Lower Mississippi Valley Music Festival, and drama and music conferences. Throughout the period from April 5 through April 9 the university will hold an exhibition of the works of leading Negro artists in America.

### MOST IMPORTANT EVENT

The inauguration of the new president of Dillard, together with the extensive festival program, is expected to prove the most important event since the opening of the young institution.

Dillard University began its academic work in September 1935 with the joint financial support of the American Missionary Association, the board of education of the Methodist Episcopal Church, the General Education Board, the Julius Rosenwald Fund, and the citizens of New Orleans.

The institution succeeded Straight College, formerly under Congregational auspices, and New Orleans University, under Methodist Episcopal auspices, and fell heir to the moral and financial support formerly given these institutions. Educators and supporters of education from all parts of the country are expected to attend the inauguration.

---

DR. NELSON

# Dr. Wm. S. Nelson Inaugurated As Dillard President

Defender
3-27-37
Chicago Ill.

NEW ORLEANS, La., March 26—The inauguration of Dr. William Stuart Nelson as president of Dillard university, in New Orleans, April 9, will bring to the university, as guests, a group of distinguished educators and churchmen.

Among those who will participate in the induction ceremonies are: Dr. Luther A. Weigle, dean of the Divinity school, Yale university; Dr. Mordecai W. Johnson, president of Howard university; the Rt. Rev. Robert E. Jones, bishop of the Columbus Area of the Methodist Episcopal church; the Rt. Rev. A. P. Shaw, bishop of the New Orleans area of the Methodist Episcopal church, and Dr. William F. Frazier, executive vice president of the home boards of the Congregational and Christian churches.

A prominent feature of the Inauguration Week will be an Arts Festival, including the Lower Mississippi Valley Musical Festival, under the direction of Prof. Frederick by Prof. S. Randolph Edmonds; and an exhibit of Negro art under the joint auspices of the university and the Harmon Foundation.

Dr. George E. Haynes of the Department of Race Relations, Federal Council of the Churches of Christ in America, and a member of the Dillard University Board of trustees, is chairman of the Inauguration committee.

---

# EDUCATORS, CHURCHMEN PAY HONOR

Defender
4-17-37

## Dr. Mordecai W. Johnson Delivers Greetings Of Delegates

Chicago, Ill.

NEW ORLEANS, La., April 16.—Dr. William Stuart Nelson was formally inaugurated as president of Dillard university, Friday, April 9, amid the tributes and felicitations of educators and churchmen, and before a varied assembly of friends and delegates including the representatives of over eighty colleges and universities as well as of other agencies interested in education. The delegates were presented to the president by Dean Horace Mann Bond of Dillard. The significance of the assembly was characterized by Dr. Mordecai W. Johnson, president of Howard university, who, in bringing greetings on behalf of sister institutions, stated that Dillard has united white and black, Jew and Gentile, northerners and southerners in a co-operative enterprise designed to benefit a minority but two generations removed from slavery.

In addition to the greetings brought by Dr. Johnson, felicitations were offered by the Right Reverend A. P. Shaw for the Board of Education of the Methodist Episcopal Church; by Fred L. Brownlee, executive secretary of the American Missionary Association on behalf of the Board of Home Missions of the Congregational - Christian Churches in America; and by Romeo Garrett, president of the Dillard alumni Association on behalf of the alumni of Straight and New Orleans, the two schools through whose merger Dillard was formed, and the class of 1936.

Dr. Luther A. Weigle, dean of the Divinity school, Yale university, delivered an inspiring address, in which he paid tribute to the scholarship and administrative ability of Dr. Nelson who took his B.D. at Yale.

Dr. Nelson pledged himself to the task of guiding the two-year old university toward the goal which its founders have envisioned, and in his inaugural address discussed the fundamental question of the ends of liberal education.

The new president called for the training of the intellect, and for the cultivation of a belief that one of the great ways of achieving the enrichment of life is through "the fine art of appreciating, interpreting, and creating."

---

# History Given Of Dillard University

Journal and Guide
4-17-37

**Staff Correspondence**

Norfolk, Va.

NE WORLEANS, La.—Dillard University began operation in the fall of 1935, under the acting presidency of Dr. Will Alexander, chairman of the Southern Commission on Interracial Cooperation.

Dr. William Stuart Nelson was elected president in the spring of 1936 and resigned the presidency of Shaw University to assume his duties a few months later.

"New Orleans," as Dr. D. O. W. Holmes points out in his book on Negro colleges, "is so situated that a Negro population of nearly five million lives within a radius of five hundred miles of it. It is also a thriving commercial and educational center. The Negro colleges located there in 1930 were Straight University, New Orleans University and Xavier College."

After carefully worked out negotiations, the boards of New Orleans and Straight Universities were invited to consider "merging to form a new school of true university proportions."

On February 2 and 3, 1929, important meetings were held by interested parties and within a year from these meetings "all difficulties had been composed and Dillard University had officially become a fact."

Until Dillard actually opened, New Orleans and Straight Universities "carried on" in their respective plants.

Flint-Goodrich Hospital is an adjunct of Dillard University, having been at first a Methodist hospital for Negroes, conected with New Orleans University. A new building was completed at a cost of $300,000, the amount being raised from the white citizenry. It was the first unit of the university completed. Funds for buildings on the new campus on Gentilly Road were supplied by the General Education Board. The hospital is located on Louisiana Ave.

Education - 1937
Colleges
6

Maryland

# WHITES SEEK COLLEGE POST

Afro-American 5-8-37

Balto Md

BALTIMORE. — If ministers of the Baltimore Conference of the M.E. Church (white) have their way, one of their number will succeed Dr. John O. Spencer, white, as president of Morgan College.

Plans to this effect are being made, according to reports, and rival candidates are said to be sprouting in several directions.

It is pointed out that ministers without any special educational qualifications have been called to the presidency of Dickinson College and Howard University and a lawyer to head St. John College.

**A college presidency, it is said, is a post for an administrator rather than an educator.**

### Church Aid Dwindles

In past years Morgan College has drawn its support from the M.E. Church and a minister was welcomed as a money raiser. The church support now amounts to less than $5000 and will probably decrease.

For support in the future Morgan is looking to the State and may become a State institution.

Whether the candidates selected by the Baltimore conference will have special training in university administration or will qualify as experts in the education of colored persons was not stated.

**Dr. Spencer, who will be 80 years old in July, sent in his resignation last year to become effective this June.**

At the college it was stated that the board of trustees had tabled the resignation, and that Dr. Spencer would hold on as long as he cares to. He has been ill for the greater part of the year and compelled to absent himself from his post.

### Three Run College

An administrative committee, composed of Edward N. Wilson, registrar; James H. Carter, secetary to the president, and Prof. George C. Grant, acting dean, has acted during the interim.

Reports of the resignation in a church paper are said to have caused the outcropping of candidates.

**Questioned Wednesday, Dr. Spencer stated that his resignation was still in the hands of the trustees, and that he was awaiting their action.**

"I understand," he said, "that they placed it on the table, and I have heard no more of it. The next move must come from them."

Asked what he would do in the event that the resignation was not accepted, the college president smiled.

"I will have to cross that bridge when I come to it," he said.

Education - 1937

Colleges.
6

Missouri.

### A SUGGESTION-GOVERNOR STARK

Argus
1-29-37
St. Louis, Mo.

In his message to the legislature following his inauguration, Governor Lloyd C. Stark, recommended the creation of a commission to study the welfare of the Negroes of the state. This, we think, is right and as it should be. The selection of the personnel of this committee, however, is the all-important part which will require most careful thought on the part of the new Governor of the state.

Another matter which concerns and affects the welfare of the Negroes of the state, which will claim the attention of Governor Stark, is that of appointing a new Board of Curators, Lincoln University, that is, the appointment of three whose terms expire in January. It may or may not be, that the Governor is informed that certain members of the present board, are using all of their influence to make this institution a political palm. Fortunately, ex-Governor Park, was able to see their political scheme and refused to "Fall for them," despite their subtle plea, "For the good of the school," and we believe and hope that Governor Stark will be no less thoughtful in a matter of this kind.

Some of those who will be going to the Governor saying, "The school isn't run right," will have little or no idea how a college should be run. They have, no doubt, devoted whatever time and intelligence they have, since they have been out of school, to whatever their vocation has been. And their ideal about running a college for the benefit of their race is to "Get their friends in." This sort of spirit cannot help an educational institution. Lincoln has long been regarded as a political football. We had less of this sort of administration under ex-Governor Park, than in many years. We suggest to the new Governor, that he do no less than his immediate predecessor.—Refuse to listen to their siren plea.

---

## Lincoln University of Missouri Dedicates New Buildings With Appropriate Exercises

Argus
1-30-37

JEFFERSON CITY, Mo.—The dedication of two new buildings, a boy's dormitory and a mechanic arts building, occupied the attention of President Charles W. Florence, members of the board of curators, state officials, faculty and students of Lincoln University at exercises which were held in Page Auditorium, last Thursday.

Representative H. P. Lauf of Cole County, made the initial address. He paid tribute to the founders and to those who had contributed to the growth of the school. That the mechanic arts building should be named for the late John W. Damel, professor emeritus, the speaker asserted, "honored all the people of Missouri, for Professor Damel was a fine, outstanding American citizen."

Senator Charles F. Carter, State Budget Commissioner, made a short talk in which he pledges his continued interest in support of Lincoln University.

Formal presentation of the new buildings, Benjamin F. A. Allen Hall and John W. Daniel Hall was made to the state by Prof. V. H. Collins, principal of Washington Public School of this city and secretary of the Board of Curators. President Allen and Professor Damel were characterized as "public spirited men and wise counselors." He urged emulation of their lives by students of Lincoln University.

Formal acceptance of the buildings on behalf of the state was made by the Hon. Lloyd W. King, state superintendent of public schools. The speaker urged the dedication of these buildings "to a new ideal of education, the ideal of service."

Remarks of appreciation were made by Mrs. Mary L. Allen, widow of the late President Benjamin F. Allen, and Mrs. Estella Damel, widow of emeritus professor John W. Damel, also by Carroll Damel, his son.

"We pledge ourselves to the furtherance of this great institution," President Florence said in making the concluding address of the occasion. He spoke of the needs of Lincoln University and expressed the hope that the legislature would approve the budget requested by the board of curators for the further development of the institution.

H. J. McNerney, State Director of the PWA, and William B. Ittner of the William B. Ittner Company, architects for the buildings, were also introduced and made brief remarks.

The Rev. C. Lopez McAllister was master of ceremonies.

---

## DOUGLASS UNIVERSITY MASS MEETING SUNDAY

Argus
9-3-37
St. Louis, Mo.

Sunday, September 5, at 4:00 p. m. there will be a MASS MEETING at the Douglass University, Pendleton and West Belle, in the interest of the purchase of a building for the COLLEGE OF RELIGION and for such other activities as it may house.

The WOMEN'S AUXILIARY will reorganize. The Douglass University Builders and the Young Ladies Auxiliary will join with the Women's Auxiliary in the promotion of a campaign for a building fund, a scholarship fund, and an endowment fund.

Sunday, Rev. Herman Dreer preached at the Mt. Zion Baptist Church of which, Rev. Victor Wells, a student of Douglass University is the Pastor. Toward the close of the services Rev Wells made an appeal for Douglass University. As a result this Church became the first one to decide to contribute regularly each month to the support of Douglass University, its contribution to go for the support of the COLLEGE OF RELIGION.

Mrs. Freeman L. Martin, has been added to the Faculty of Douglass University as a special coach for high school pupils who are weak in Latin.

---

## THE DOUGLASS U. BUILDING CAMPAIGN WORKERS NAMED

### Large Group of Prominent Citizens Will Aid In Raising Funds To Purchase New Quarters

Argus
9-10-37
St. Louis, Mo.

Arthur J. Burton has been named Director General Pro Tempore of the $20,000 Building Campaign drive of Douglass University. Lemuel D. Johnson will serve as general and Raymond McCl skey and Edward Burles as captains. Burton is a well known local photographer while the other three leaders are civil service employes.

On the Advisory Board are Mrs. Zenobia Shoulders Johnson, Miss Arsania Williams, Mrs. Jessie Ward, Mrs. Freeman L. Martin, Judge George L. Vaughn, Miss Bessie Coleman, Atty. R. L. Witherspoon, Mr. C. J. Gates, Dr. Terry M. Hart, Atty. Emanuel Williams.

**Workers Named**

The other workers follow: Mrs. Jessie Ward, President of the St. Louis Federation of Colored Women's Clubs, Captain; Mr. O. L. Lancaster, Captain; Mr. Arthur J. Burton, General; Mr Alexander Evans, Captain; Mr. Gilbert Tunstell, Captain; Miss Laura Collins, Captain, assisted by Miss Josephine Davis and Mr. Hammett Harris; Mrs Bessie Brown, Captain; Mrs Elsie T. Little, Captain, assisted by Miss Emma Greenberry and Rev. J. J. Green; Mrs. Jessie Ward, Captain, assisted by Mrs. Paralee McNeal, Mrs. Alice Delaney, and Mrs. Abbie Hayes; Mrs. Freeman L. Martin, Captain, assisted by Att'y Martin; Mr. S. J. F. Boyd, Captain, assisted by Mr. H. Edw. Smith; Miss Irene C. Cohen, Captain, assisted by the Douglass University Builders, Mr. Ozie Flagg, Rev. Leroy Cooper, Rev. B. T. Sneed; Mrs. Margaret E. Simms, Captain; Mr. Luther E. Smith, Captain, assisted by Miss Clementine Perkins; Miss Sadie Hardie, Captain, assisted by Mrs. Mary J. Reynolds Schumacher; Miss Willa Powe, Captain; Miss Susie M. Cunningham, Captain, assisted by the Young Ladies Auxiliary; Mr. John H. Carter, Captain, assisted by Mr. H. P. Payne and Mr. Ulysses S. Donaldson; Mrs. Wm. J. Turner, Captain, assisted by the Women's Auxiliary, Mrs. Rhoda Spotts, Mrs. J. W. Howell, Mrs. Fannie Pittmore, Mrs. Henrietta Robinson; Mrs. Mary T. Dreer, Captain, assisted by Mrs. W. L. Calhoun.

Mr. W. H. Cosby also agreed to help.

Dr. Paul W. Preisler, research chemist in the College of Medicine of Washington University was the inspirational speaker. He gave some valuable information as to publicity and contacts for the campaign. Dr. Preisler is also president of the Teachers Union of St. Louis.

The Churches to become monthly contributors to the support of the College of Religion of Douglass University are Mt. Zion Baptist of St. Charles, Mo., Rev. Victor Wells, Pastor, and Bethlehem Baptist of St. Louis, Rev. S. W. Love, Pastor.

Education-1937
Colleges.

National Association of Collegiate Deans and Registrars in Negro Schools.

# REGISTRARS TO MEET DEANS AT SOUTHERN U.

Informer

## Attendance Of 200 Is Expected At University

1-30-37

**By LAWRENCE I. BROCKENBURY**

BATON ROUGE, La.—Plans are under way at Southern University for the entertainment of some 200 persons who are expected to attend the 12th Annual Meeting of the National Association of Collegiate Deans and Registrars in Negro Schools, February 10-12. William H. Wiggins, Assistant Registrar at Prairie View State College and President of the Association, will preside.

Houston Texas

The meeting will be formally opened on the night of February 10 with a welcome program on which President J. S. Clark of Southern will deliver the principal address, and a formal reception in Parker Hall given by President and Mrs. Clark.

Aside from receptions and other forms of social entertainment, the Southern university officials have arranged to have a police escort for a tour of the Baton Rouge area, featuring a visit through the state capitol and Louisiana State university.

Governor Leche of Louisiana has been invited to attend some of the sessions. Dr. Charles W. Pipkin, dean of the graduate school at Louisiana State university, will speak.

Among the speakers whose subjects will embrace timely topics relative to the functions of deans and registrars are: Dr. Felton G. Clark, dean of Southern university; Roy K. Davenport, professor of education at South Carolina State college; O. W. Homes, dean of Howard university; H. A. Taylor, dean of Fisk university; F. D. White, dean of Livingstone college; Louise Barrett, registrar at Virginia State college; Theresa Birch Wilkins, registrar at Dillard university.

Baton Rouge, La., Times
January 27, 1937

---

# *National Deans' Meeting to Be at Southern Univ.*

Plans are under way at Southern university for the entertainment of some 200 who are expected to attend the twelfth annual meeting of the National Association of Collegiate Deans and Registrars in Negro Schools, February 10-12. William H. Wiggins, assistant registrar at Prairie View State college and president of the association, will preside.

The meeting will be formally opened on the night of February 10 with a welcome program on which Dr. J. S. Clark, president of Southern university, will deliver the principal address, and a formal reception in Parker hall given by Dr. Clark and his wife.

---

# REGISTRARS MEET DEANS IN 12TH SESSION

Informer

**By LAWRENCE I. BROCKENBURY**

BATON ROUGE, La.—The National Association of Collegiate Deans and Registrars in Negro Schools was called to meet February 10, 11, and 12 for its 12th annual session at Southern University by Wm. H. Wiggins, Assistant Registrar at Prairie View State College and president of the Association.

2-20-37
Houston, Texas

Despite the fact that misguiding newspaper reports had indicated that all communities within a radius of 50 miles of the Mississippi River were in danger—and Southern University is located on the banks of the Mississippi—there were 75 delegates at the first meeting, and before the session ended 103 representatives of 66 leading Negro schools were in attendance.

One of the significant features of the program was a survey of the Negro college catalogue made jointly by Miss J. Louise Barrett, Registrar at Virginia State College and Mrs. Theresa Birch Wilkins, Registrar at Dillard University, and presented by Mrs. Wilkins. Another was a paper by Dean D. O. W. Holmes of Howard University. As a result for this paper and the subsequent floor discussion, the opinion was set forth that until colleges which Negroes control have adequate facilities to do acceptable graduate work, they should bend their efforts to improving the work on the bachelor's level.

Informer
2-20-37
Houston, Texas

Several inspiring addresses were delivered. First was the welcome, extended by President J. S. Clark, and the response by President Wiggins of the Association. F. G. Clark, Dean of Southern University, enlightened the delegates on the findings of the recent Governmental survey in his address on "Some Reflections from the National Survey of Vocational Education and Guidance for Negroes." F. D. White, Dean of Livingston College, pointed out in his address, "The Relation of the Curriculum to the Cultural Development of the Negro College Student," that the Negro college must turn its attention to such important things as good manners and respect for others. Dean Pipkins of the Graduate School of Louisiana State University had as his topic "Education and the Success of Democracy." It was the general opinion that Dr. Pipkin's address was not short of being a masterpiece.

Southern University spared no efforts in seeing to it that the delegates were well entertained while they were on the campus. On Wednesday evening at 8:30 President and Mrs. Clark were host and hostess in a formal reception. A banquet session was held Thursday evening, and was followed by a dance in Baton Rouge. Joe Robichaux and his Orchestra from New Orleans furnished the music for the semi-formal affair.

The following officers were elected for the term of 1937-38: President, G. W. Gore, Dean of Tennessee State College; First Vice-President, A. L. Kidd, Registrar of Florida A. and M. College; Second Vice-President, W. D. Thomas, Dean of Florida A. and M. Institute; Secretary, S. H. Adams, Registrar at Johnson C. Smith University; Treasurer, J. H. Gilchrist, Registrar at Alabama State Teachers College.

Next year's meeting will be held at Philander Smith College in Little Rock, Arkansas.

New Orleans, La., Times-Picayune
February 15, 1937

---

# COLLEGIATE DEANS' CONFERENCE CLOSES

(Special to The Times-Picayune)

Scotlandville, La., February 14.—F. D. Wilkinson, registrar of Howard university, Washington, discussed the relation of the national youth administration to the negro colleges at the closing program of hte 12th annual meeting of the National Association of Collegiate Deans and Registrars held at Southern university here. Wilkinson said there should be a greater tendency toward a uniform program in the negro colleges for administering the funds secured from the national youth administration and a more concerted effort to inform worthy graduates of the possibility of securing aid in financing graduate study.

Dean F. G. Clark of Southern university, in speaking on "Reflections from the National Survey of Vocational Education and Guidance of Negroes," declared that most vocational trade programs are cultural in nature and lacking in vital relationship with life situations." "A Critical Analysis of the Negro College Catalog" was discussed by Theresa Wilkins of Dillard university. "The Future Possibilities of Graduate Studies in Negro Colleges" was discussed by Dean D. O. W. Holmes of Washington and "The Relation of Curriculum to the Cultural Development of the Negro College Student" was presented by Dean F. D. White of Livingston college, Livngston, N. C. Dean T. B. Williams of Tuskegee Institute spoke on "The Value of Culture in Negro Colleges."

Reoprts were made by the following committee chairman: Auditing, R. B. Chavis; resolutions, John W. Parker; findings, John B. Cade; time and place, E. R. Davis, and nominating, W. D. Thomas.

Baton Rouge, La., Times
February 11, 1937

---

# *Negro Deans Hold Two-Day Meeting at Scotlandville*

Scotlandville, La., Feb. 11.—Two hundred delegates were expected today for the twelfth annual session of the National Association of Collegiate Deans and Registrars in Negro Schools, which opened last night at a reception in Southern university dining hall. Dr. J. S. Clark, president, and his wife entertained the visitors.

The session was formally opened this morning in the university auditorium, with Registrar William H. Wiggins of Prairie View, Tex., presiding. Registrar F. D. Wilkinson of Howard university, Washington, D. C., led an interesting discussion on "The Relation of the National Youth Administration to Our Colleges."

Dr. F. G. Clark, dean of Southern university, delivered the address of the day on the subject "Some Reflections from the National Survey of Vocational Education and Guidance of Negroes." He pointed out the value of the governmental survey had been to the negro race because of its many discoveries.

At the noon hour the entire school joined in a welcome program to the conference delegates. Dr. Clark delivered a welcome address and the student body received the many visitors.

Discussions were being held during the afternoon concerning pertinent topics relative to conducting a college from the viewpoints of the dean and registrar.

The annual banquet of the organization will be held tonight at 8 o'clock and the sessions will continue through tomorrow.

---

# Gore Named New President For College Deans

Daily World
3-7-37
Atlanta, Ga.

NASHVILLE, Tenn.—The National Association of Collegiate Deans and Registrars in Negro schools elected Dean George W. Gore, Jr., of Tennessee A. and I. State college as its new president at the twelfth annual session at Southern university, Scotlandsville, La. Since 1930 he has been an official of the Association and served as assistant secretary, secretary and vice-president.

Joining the staff of A. and I. State college in 1923 as an instructor in English, Mr. Gore was selected as dean in 1927 and in 193 took over the duties of the newly created position of director of instruction. He holds the A. B. degree from De Pauw university, Greencastle, Indiana, the Ed. M. degree from Harvard university and is a matriculated candidate for the Ph. D. degree at Columbia university. As an undergraduate student he has held a Rector Scholarship at De Pauw university. In his graduate work he was held fellowships from the Rosenwald Foundation and the General Education Board.

# PROF. G. W. GORE CHOSEN PRESIDENT OF COLLEGE DEANS

Nashville Globe

## Popular Educator Gets National Honor For Loyal Service

2-26-37

Scotlandville, La., Feb. 25—(ANP)—As a result of a thought-provoking paper on Graduate Work in Negro Colleges by Dean D. O. W. Holmes of Howard University, a lively discussion ensued at the conference of Deans and Registrars here on Saturday, resulting in the association going on record as being definitely opposed to the extension of graduate work in southern Negro colleges.

Nashville Tenn

It was pointed out that southern states, in order to escape the responsibility of opening up white state schools to Negro graduate students, seek to get around the various suits being instituted throughout the South by granting Negro colleges the right to do graduate work. Tennessee State and Virginia State are already accredited to confer master's dergrees, and similar accrediting has been proposed for Prairie View State College in Texas. Said the conferees, among many other pointed statements, "Negro colleges are not equipped to do graduate work."

Other interesting papers were those of F. D. Wilkinson, registrar of Howard University, on "The N. Y. A. in Relation to Negro Colleges," and Mrs. Theresa Birch Wilkins, registrar of Dillard University, on "An Analysis of Negro College Catalogues."

Dean G. W. Gore of Tennesse State College was elected president of the assocation at the conclusion of the conference, and Philander Smith College was designated as the next conference seat.

Globe and Independent 2-26-37 Nashville Tenn

---

New Orleans, La., Times-Picayune
February 13, 1937

# OFFICERS SELECTED BY COLLEGE DEANS

OK

(Special to The Times-Picayune)

Scotlandville, La., Feb. 12.—Dean T. W. Gore of State A. and I. college of Tennessee was elected president of the National Association of Collegiate Deans and Registrars of Negro Schools today at the 12th annual session of the organization, held here in Southern university. Other officers elected were Dean J. R. Brownley, Clark university, Atlanta, Ga., first vice-president; Dean A. L. Kidd, Florida A. and M. college, Tallahassee, second vice-president; S. H. Adams, Johnson C. Smith college, Charlotte, N. C., secretary; Dean J. Taylor, Alabama State Teachers' college, Montgomery, Ala., assistant secretary; Dean J. H. Kilchrist, Howard university, Washington, treasurer-registrar; W. H. Wiggins of Prairie View State college, Dean T. E. McKinney of Johnson C. Smith college, Dean E. C. Mitchell of Morris Brown university, Dean W. H. Parker, Arkansas A. and M. college, Dean H. W. Cobb, Tougaloo college, Tougaloo, Miss., members of the executive committee. The meeting was attended by 100 deans and registrars. The delegates were welcomed to the university by President J. S. Clark of Southern.

Other speakers were Dean T. O. W. Holmes of Houston and University Dean F. D. White of Livingston college, who discussed the future possibilities of graduate study in negro colleges.

Education-1937
Colleges.
6

National Association of Deans and Advisers to Women in Colored Colleges.
6

# Women Deans in Colleges to Meet in N. C.

Afro-American

GREENSBORO, N. C. — 3-27-37 Representatives from more than thirty colleges are expected to attend the three-day session, March 25-27, inclusive, ~~of the National~~ Association of Deans and Advisers to Women in colored colleges at Bennett College. Md.

The program will consist of addresses and round-table discussions dealing with the work of deans of women and the problems of college women. Among the deans of women to appear are:

Miss Lucy D. Slowe, Howard professor of English and president of the association; Miss Leah Lewis, Virginia Union; Miss Ruth Rush, N.C. State; Miss Mary Turner, Shaw; Miss Mary J. Earle, S.C. State; Miss Estelle Thomas, assistant at Hampton; Miss Dorothy Miller, Virginia State; Miss Myrtle Toal, Wilberforce, also President D. D. Jones of Bennett.

### College Women to Meet

Speakers for the National Association of College Women, Mrs. J. V. Cook, president, which meets at the college on March 26-27, include: Dr. Charlotte Hawkins Brown, president of Palmer Memorial; President R. P. Daniel of Shaw, and N.C. Newbold, N.C. Department of Public Instruction.

Education — 1937
Colleges.
6

National Barber College. (Ohio.)
6

# COLLEGE FOR BARBERS TO OPEN IN OHIO

Call
8-20-37
Kansas City, Mo.

## First Institution of Kind to Open in Cleveland In September

CLEVELAND. (ANP) — A group of local citizens, headed by I. L. Johnson, with the approval of the Ohio state board of barbers, has organized the National Barber College for Negroes which is scheduled to open during September.

The college is the outgrowth of the realization that the professional Negro barber has been losing ground for a number of years and that he now faces extinction unless the young men and women make some effort to carry on this profession that has decidedly been theirs over a period of years.

The dire necessity for a barber school for Negroes, where they would learn to cut colored folk's hair, was evidenced here this week when a number of barber shop operators searched the city without apparent success for competent Negro barbers to take care of the visitors who will attend the thirty-eighth grand lodge convention of Elks.

### Shortage on Profession

Due to the fact that the older barbers are passing from the scene of action, there is a noticeable shortage in the profession.

In a few cities above the Mason-Dixon line, Negro students have been admitted to some of the white schools. They learned to service white patrons. After graduation they found themselves stumped. There are no white shop operators who will employ them.

The National Barber college for Negroes will be the first of its kind in these United States, according to the Ohio board. Already a large class is forming. The course will include all phases of barber science —bacteriology, anatomy of the upper body, histology of the hair and skin and scientific manipulation of the muscles of the head and face

---

# FIRST RACE BARBER COLLEGE WILL OPEN AT CLEVELAND

CLEVELAND, Aug. 20. (By Clarence L. Simmons for ANP) — A group of local citizens, headed by I. L. Johnson, with the approval of the Ohio State Board of Barbers, has organized the National Barber College for Negroes which is scheduled to open during September.

Recorder

The college is the outgrowth of the realization that the professional Negro barber have been losing ground for a number of years and that he now faces extinction unless the young men and women makes some effort to carry on this profession that has decidedly been theirs over a period of years.

8-21-37

The dire necessity for a barber school for Negroes, where they would learn to cut colored folk's hair, was evidenced here this week when a number of barber shop operators searched the city without apparent success for competent Negro barbers to take care of the visitors who will attend the 38th Grand Lodge Convention of Elks. Due to the fact that older barbers are passing from the same scene of action, there is a noticeable shortage in the profession.

Indianapolis
Indiana

In a few cities above the Mason-Dixon line, Negro students have been admitted to some of the white schools. They learned to service white patrons. After graduation they found themselves stumped. There were no white shop operators who will employ them.

he National Barber College for Negroes will be the first of its kind in these United States, according to the Ohio board. Already a large class is forming. The course will include all phases of barber science — Bacteriology, Anatomy of the Upper Body, Histology of the Hair and Skin and Scientific Manipulation of the Muscles of the Head and Face.

Education — 1937
Colleges.
6

National Youth Administration.

Daily World
10-10-37
Atlanta, Ga.

# N. Y. A. Council Meet Reveals Model State Setup, Unique Plans

With more than 100 leaders, supervisors and general workers of the Georgia Colorod Division of the National Youth Administration present Saturday morning at the Butler Street YMCA., the State Council for Work Among Negro Youths held one of the most enlightening and successful meetings in its history. Alva Tabor, chairman of the state council for work among Negro Youths, and member of the Georgia State NYA Advisory Committee, presided.

The keynote and principal address of the meeting was made by Ralph W. Bullock, director of the Colored Division of the N. Y. A. of Georgia. Mr. Bullock told of the major objectives of the agency the college and school aid program, the NYA Work Program for Out-Of-School Youths, Farm Youth Training Program, Vocational Guidance and Health Program, all related to the Georgia work. Following its deliverance, Mr Bullock was commended for the fine report and work in the state

Mr. Dillard B. Lasseter white State Director of the N. Y. A., was also an interested spectator and speaker, as was Dr. Rufus Clement newly elected president of Atlanta University, and others of the N.Y. A. staff

10-10-37

It was revealed that a boys' training and recreational camp is being constructed in central Georgia which is the source of pride, even in its unfinished state, to those who sought its grant. Located near Fort Valley, Ga., the project is expected to be completed around January 1, 1938. To be the model for the south, it will have some 25 cabins, an artificial lake and grounds for every kind of game played by boys. A general and executive committee with A. T. Walden, as chairman, was appointed Saturday, and with many able leaders throughout the state, will push the project through.

Educations-1937

Colleges.

National Youth Administration.

# 35,000 NEGRO STUDENTS RECEIVE AID FROM NYA

WASHINGTON. — More than 35,000 Negro high school and college students received aid in continuing their studies from the National Youth Administration during the past school year, Mrs. Mary McLeon Bethune, director of the division of Negro affairs of the NYA, reports.

Call

This figure represents an increase of more than 9,000 over last year's total, and is as yet incomplete because of lack of data from states making no racial breakdown in their reports.

Practically every Negro college in the country participated in the program, according to Mrs. Bethune. Part-time jobs were furnished for 6,982 undergraduates and 436 graduate students, many of the latter group benefiting from the special fund set aside for Negro students seeking higher degrees who could not be cared for under the rebular graduate-aid quota. The remaining 28,000 receiving student aid were enrolled in high schools. All were between 16 and 25 years of age.

6-25-37

Kansas City, Mo.

### Give Financial Assistance

Not only has the financial assistance given by the NYA made it possible for these young men and women to remain in college, Mrs. Bethune pointed out, but in addition the socially useful work to which these students were assigned contributed definitely to their job-training and guidance.

This work included book-binding, making studies in health and sanitation, tutoring, research assistance in classrooms and laboratories, preparation of bibliographies, and recreational leadership. It is believed that through this program the NYA is serving as a spearhead of attack upon the problems of masses of underprivileged Negro youths in all sections of the country who are economically unable to get training at a time when trained hands and minds are most needed.

With the close of the school year Youth Administration officials the country over are calling upon private industry to open the gates of employment to the young people who are currently being dropped from the NYA payroll, as no provisions are made for continuing student aid benefits into summer sessions and budgetary limitations preclude the absorption of any but a negligible few into the NYA work projects program.

### Need Full Time Employment

Since more than 95 per cent of those receiving student aid assistance came from low-income families, the need for either full or part-time employment for such youth is acute.

"We hope that employers everywhere will scrutinize their personal needs to the end that as many of these young people as possible will be placed," Aubrey Williams, NYA executive director, declared. "Their need for employment is demonstrated by the fact that they have been forced to work part-time during the last nine months in order to attend school or college. If they are cast adrift now without any source of income, many will suffer seriously.

"The pressure of these young job seekers on the labor market is not particularly welcome just now from an economic standpoint. However, it will have to be faced since most of them are definitely in need of work and we know they will make every effort to get it.

The National Youth Administration has always recognized that there are certain types of beginner's jobs which rightfully belong to the young, inexperienced worker. Such jobs as these can be filled by youth without seriously affecting the employment of experienced, adult workers with families to support.

### Employers Can Help

"A cooperative and sympathetic attitude on the part of employers, large and small, is needed now in order to uncover as many of these jobs as possible. The sudden lopping off a $3,000,000 monthly payroll for a particularly needy group of people cannot be effected withous serious consequences. The loss can be mitigated only through increased opportunities in private employment."

Young people dropped from the Student Aid rolls with the cessation of the school term in June will find it difficult to transfer to Work Projects Program in their home communities, Mr. Williams pointed out, as these two phases of the NYA program are set up under separate budgets, one extending over the nine months of the academic year, and the other twelve months.

In almost every community quotas for out-of-school youth on the Work Projects Program are already filled, with long waiting lists in reserve. Young people formerly receiving Student Aid who seek certification to the Work Projects Program naturally must take their places at the bottom of he list.

A tabulation by states of the approximate number of colored students who were aided through the student aid program during the 1936-1937 school year is attached hereto. It should be bourne in mind that some States no breakdown as to race has been made, and totals for these states are therefore not available.

---

# NYA TO CONTINUE AID TO NEEDY COLORED STUDENTS

WASHINGTON, D. C.—Few changes will be made in the National Youth Administration's program of work-aid for needy students during the coming school term, Aubrey Williams, executive director, announced. To continue benefits to Negro students through the School Aid and College and Graduate Aid programs, the announcement stated, a special fund of $70,000 for Negro graduate students has again been set aside.

Daily World

The School Aid program will give financial assistance to students in approved institutions not requiring high school graduation or the equivalent for entrance, while the College and Graduate Aid program will help those in approved institutions that have such minimum requirements. Last year 30,000 colored students benefited through the former program, while more than 7,000 were aided by the latter. These figures represented an increase of more than 9,000 over the previous year's totals.

8-7-37

Atlanta, Ga.

Greater emphasis is to be placed this year upon need as a factor in determining the eligibility of student applicants. Those desiring NYA work must demonstrate that without such employment, they would not be able to enter or remain in school.

All student aid is limited to young people between the ages of 16 and 24 inclusive. They must be full-time students, carrying at least three-fourths of the normal schedule. Only youths who are citizens of the United States, or who have filed declaration of their intention to become citizens, will be eligible. All must be of good character and possess such ability that they can give assurance of performing acceptable scholastic work. Students who fail to do good classroom work will be dropped from NYA employment.

Work payments will remain the same as last year: a maximum of $6 a month for elementary and high school students, an average of $15 with a maximum of $20 for college undergraduates, and an average of $30 with a $40 maximum for graduate students.

Maximum hours of work will be eight hours a day, thirty hours a week. Wage rates will be the same as those prevailing in the locality for the type of work performed. Clerical, library, classroom and laboratory assistance, construction of small buildings, research and surveys, and supervision of recreation will constitute the chief types of employment.

In setting employment quotas for school aid, provision is made that "the number of young men and women of any minority racial group given aid shall not represent a smaller proportion of the total number aided than the ratio which this racial group bears to the total population of the school district or state."

Because it is realized that many universities make no provision for the enrollment of colored graduate students, the special fund created last year for this group has been continued. During the 1936-1937 school term it aided students from many states to do graduate work at nineteen different colleges and universities. In addition, it was used to finance a number of special training projects for worthy non-graduates in smaller institutions.

All applications for any form of School or College and Graduate Aid must be made directly to the administration office of the school or college which the student desires to attend. The determination of need and the selection of students to be aided is the responsibility of the school. Special application forms and a form for certification of need must be filed by all applicants before they can be assigned to a work project. Investigations will be made by NYA authorities into any case in which the need of the applicant appears to be questionable.

For other details about the NYA program, Negro students are advised to communicate with their State Youth Director or to write to Mrs. Mary McLeod Bethune, Director of the Division of Negro Affairs of the National Youth Administration, 1340 G Street, Northwest, Washington, D. C..

# 500 Negro Farm Youths Receive NYA Training

Call
9-10-37
Kansas City Mo.

WASHINGTON. — Five hundred Negro youths are included among the more than 5,000 sons and daughters of tenant and other other needy farm families now taking advantage of the practical farm-and-home trainings offered by the National Youth Administration, according to Mrs. Mary McLeod Bethune, director of the NYA's division of Negro affairs.

The 37 resident vocational centers now in operation in 10 Southern states include 12 for Negro students.

The centers, designed to provide training and work opportunities for the needy youth of tenant and other farm families, are sponsored by and located at agricultural training institutions such as agricultural colleges, junior colleges, rural high schools and agricultural experiment stations.

### Twelve at Schools

Those already set up for Negro youth include one at A. and M. college, Arkansas; one at Fort Valley Normal and Industrial school, Georgia; one each at Southern university and Scotlandville and Mansfield Coahoma Agricultural high school, Louisiana; one at A. and M. college, Oklahoma; three at Prairie View Normal and Industrial college, Texas; and one each at N. A. and M. college, Bettis academy, and Voorhees N. and I. school, South Carolina.

Training courses provided for the students outside their working hours include a number of elementary farm courses, with stress laid upon those activities which will be most helpful to them when they return to their farm homes. Special courses for young women include those which will best fit them to maintain in their homes proper standards of living, personal health and hygiene.

They include instruction in marketing, home gardening, dairying, poultry raising, canning and the preservation of foods, family recreation, and use of leisure time. The institution at which the youths reside cooperate in the development of the proper courses and provide the necessary faculty esrvice.

### Work Projects on Campuses

Work projects are developed on or near the campus of the school and operated in accordance with the regulations of the NYA. At a number of centers the young student's job is to construct suitable dormitory and farm shop buildings. Thereafter they work in the cafeterias, sewing rooms, on the school farm, and in various other departments of the institutions. Subsistence is provided by the school or its agent at the lowest possible cost, and is paid for by the student directly from wages earned on the work project. The wages paid are scaled to cover the cost of subsistence and training plus a minimum of at least $5 a month.

These projects are offering work opportunities and training to one of the most underprivileged groups in the country. To the great masses of Negro youth they offer an opportunity for work and training where none existed before.

The co-operation of the NYA allows for the expansion of the training program of the Smith-Hughes teachers of vocational agriculture and home economics, as well as that of the agricultural extension agents. At the same time the building and construction work makes possible the expansion of Negro school facilities, while the practical farm-and-home training lays the foundation for a happier and more efficient farm life.

---

**Windsor, N. C., Advance**
September 24, 1937

*WHAT THE NYA HAS DONE TO HELP NEGRO BOYS AND GIRLS IN BERTIE COUNTY*

Since NYA work was begun in Bertie county many boys and girls have been given the opportunity to work and further their education.

The work we were given has given us a chance to help ourselves and parents as well. Those about us have seen the difference in our social and industrial lives as we have seen and felt the benefits ourselves. Our work is done better and on a more economical basis, in fact we are altogether a changed group.

In May, when ten of us were sent to Bricks, N. C., as campers, we found an opportunity to enlarge our vocational abilities. During the time we were in Camp we were given practical training in almost all the industrial fields we might find ourselves as workers. The course we had opportunities to take included the following: assistant librarian, office-helper, cooking and home economics.

Not only did those things that we ten girls from this county learned at camp help us, but the things from practical daily experience has helped to the extent that one boy, namely, William H. Heckstall, a member of our NYA group was given an opportunity to attend Hampton Institute. His experience as office helper in the office of the Negro county agent, we are sure, caused him to get the position in the office of the treasurer at Hampton.

We wish to express our greatest appreciation to those in office for giving the Negro boys and girls in Bertie county such wonderful opportunities for work and the privilege to further their education.

---

# Eligibility Rules Remain Same However

## Special Fund Is Set Aside For Graduate Students

Journal & Guide
10-2-37
Norfolk Va.

WASHINGTON, D. C.—Federal assistance to needy school and college students will be curtailed by approximately one-third this year because of general reductions in total relief appropriations, Aubrey Williams, executive director of the National Youth Administration announced last week.

Allotments to the states under the Student Aid Program will not exceed $20,000,000 for the academic year, and student employment quotas will not go above 220,000. Last year more than $28,000,000 was spent on the program with quotas aggregating 310,000.

Allotments for school aid, which embraces students in secondary schools only, were made several weeks ago. These totaled $8,156,250. College aid allotments are now being formulated from affidavits received from the various states, and preliminary estimates place the total sum to be disbursed under this phase of the program at approximately $10,700,000. Employment quotas are not expected to exceed 140,000 under school aid, and 80,000 under college aid.

**MAJOR CHANGE**

Quotas do not indicate maximum possible employment, however, it was pointed out, and the actual total of those to whom assistance is given probably will be nearer 200,000 than 220,000. Quotas are based on average monthly payments of $6 a month for students in secondary schools, and $15 for those in colleges and universities.

A major change in the Student Aid Program this year is the elimination of graduate aid as a special subdivision of the program, Heretofore separate allotments have been made to the states, and separate quotas established, for students pursuing graduate studies in colleges and universities. Average monthly payments were set at $25, with a maximum of $40. During the current year no special allotments for graduate aid will be made and quotas for all institutions of higher learning are based on 8 percent of the combined enrollment of undergraduate and graduate students at a $15 average monthly average.

A special fund of $70,000 has been set aside again this year for the assistance of Negro graduate students in those states which do not offer advanced courses for Negroes. A portion of this fund will also be used for the establishment of special leadership projects over and above regular quotas in certain selected institutions.

**RULES NOT ALTERED**

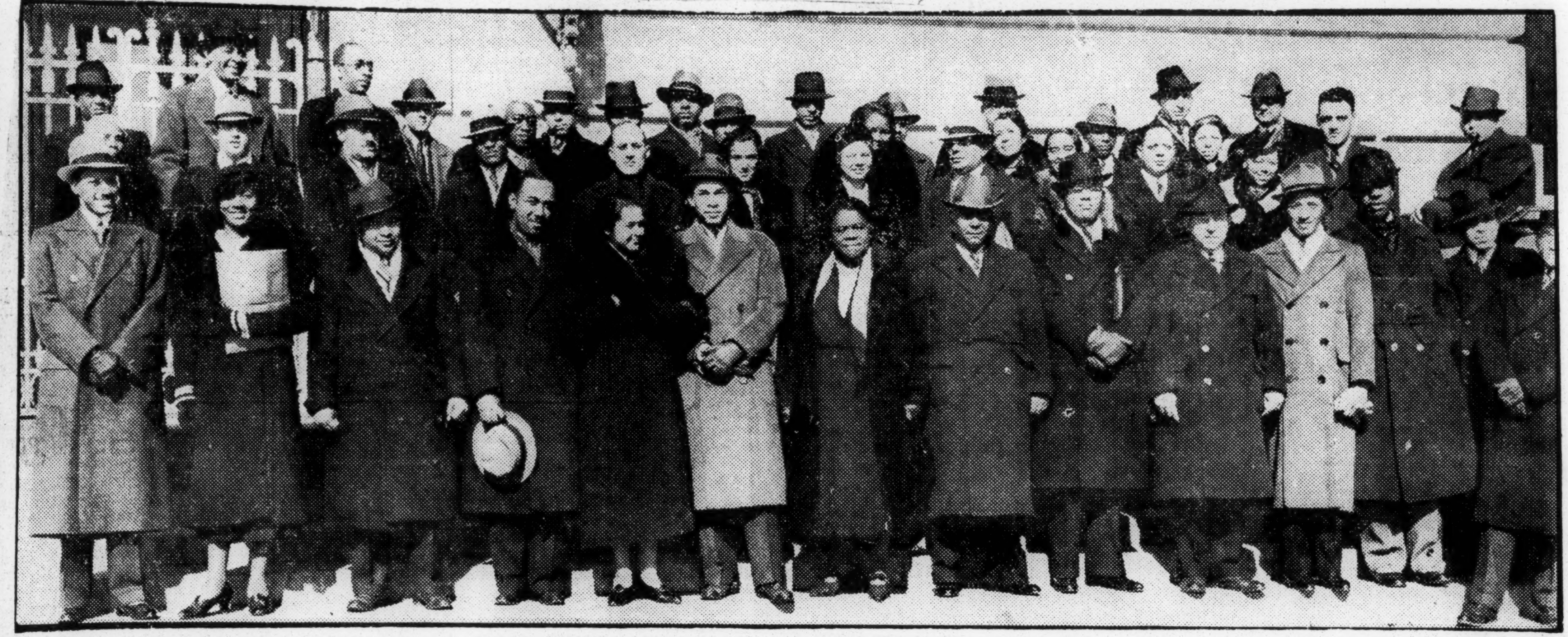
Rules of eligibility and work requirements under the Student Aid Program are not materially changed this year, officials noted. Need remains the principal criterion for assistance, and students applying for aid will be required to submit evidence of their ability to continue in school or college without such aid. All are required to carry at least three-fourths of a normal course of study and to maintain satisfactory grades. School and college officials retain responsibility for setting up adequate and worthwhile projects and r supervising the work of the students. A definite work program must be mapped out and receive the approval of State NYA officials as a consideration for participation in the program. Selection of students to receive aid rests with the school and college officials, as it has in the past. Assistance is limited to those between the ages of 16 and 24 inclusive.

Young people desiring assistance under the Student Aid Program should apply to the head of the institution they wish to attend

Education - 1937
Colleges.

National Youth Conference.

# They Direct the Activities of Youth in the United States



National Youth administrators from all over the country held their second conference with their chief, Mrs. Mary McLeod Bethune, in a conference room of the U.S. Department of Labor, Washington, D.C., February 11-13. "It was just one of our family conferences," Mrs. Bethune told the AFRO. In the group photographed above on the steps of the U.S. Labor Department are:

Afro American 2-20-37 Baltimore, Md.

Front row, left to right: L. E. Burr, Oklahoma City, Okla.; Miss Julia La Seur, D.C.; Charles Browning, Chicago, Ill.; William A. Smith, Jr., Newark, N.J.; Mrs. Sadie Mays, D.C.; Chester J. Gray, Columbus, Ohio; Mrs. Bethune; F. L. Barnett, Wichita, Kans.; H. C. Trenholm, Montgomery, Ala.; Rufus S. Watson, Philadelphia, Pa.; Edward R. Rodriquez, Jacksonville, Fla.; C. A. Fisher, Milwaukee, Wis.; Mercer Manse, Indianapolis, Ind.; Charles Hall, statistician in U.S. Census Office.

Second row: Mrs. Sarah Fernandis, Baltimore, Md.; Dr. Frank Horne, assistant to Mrs. Bethune; J. A. Oliver, Richmond, Va.; J. P. Brawley, Atlanta, Ga.; E. E. Brown, Louisville, Ky.; Mrs. Harriet Chenault, secretary to Mrs. Bethune; Mrs. Cecelia Saunders, New York City; R. E. Clay, Nashville, Tenn.; Mrs. Nellie H. Moore, Baltimore, Md.; Miss Marjorie Arlington, New York; Edward Lawson, in charge of WPA publicity; A. G. Fallings, N.Y. (seated).

Third row: C. S. Woodward, Pine Bluff, Ark.; Cornell Johnson, Columbia, S.C.; Alva Tabor, Fort Valley, Ga.; Miss M. Dennison, secretary to Mrs. Bethune; Miss A. Cecile Johnson, Columbia, S.C.; Miss Venita, of the U.S. Children's Bureau.

Fourth row: Mack D. Rowe, N.Y.; J. W. Sanford, Langston, Okla.; W. R. Banks, Prairie View, Texas; Earl R. Moses, D.C.; W. O. Walker, Cleveland, Ohio; C. E. Boyer, Raleigh, N.C.; H. W. Mack, New Orleans, La.; J. R. E. Lee, Tallahassee Fla.; J. L. Russell, St. Louis, Mo.; Edward Taylor, Albany, N.Y.; R. S. Grossley Dover, Del.

Education — 1937

Colleges.

New York.

# HUNTER COUNTS ITS FRESHMEN DURING SURVEY

Amsterdam News

## Questionnaire Shows Students' Choices of Avocations

10-23-37

New York Age

Thirty-five colored students were among the entering class of June, 1941, at Hunter College this September, a survey of freshmen questionnaires revealed this week. Of these, twenty-four were from Manhattan, four from Brooklyn, four from the Bronx, and three from Queens. There was none from Richmond.

This semester's entrants are little older than those entering the college last February, the average age being 17.09 years. The youngest is 15, the oldest 23. The high school most often listed is Hunter College High School, Wadleigh coming second.

Sciences are most popular as choice of major for the four-year course — mathematics, biology and chemistry tying for first place. Following in order of preference are physiology and French, music, Latin and, with votes of one each, pre-journalism, English, pre-medical, Spanish, pre-social, political science, and art.

The new class has had its share of honors and awards. Viola Mattavous, 147 West 145th street, won the John G. Wight scholarship at Wadleigh High School, and the French Institute medal. Miss Mattavous intends to teach French.

Gladys Napier, 152 West 118th street, also from Wadleigh, won a French medal there. Ailine Simpson, 420 West 147th street, has appeared in a concert at Town Hall. She has had training in voice and piano, and will do newspaper work.

Teaching is chosen as a popular occupation. Others are commercial designing, dietetics, labatory work, and piano teaching. Hobbies favored are reading, swimming and basketball. One student named running, while another composes music as a hobby.

Several have appeared on the stage, and before the microphone. Three have Hunter alumnae in the family, and one has, in addition, a sister now attending the college.

Education-1937

Colleges.

North Carolina

Durham, N. C. Herald
January 29, 1937

## DOING MUCH WITH LITTLE

For obvious reasons, legislators at Raleigh can not accede to the many requests that come to them from the various spending agencies for more money. The appropriations committee has to be guided somewhat by the recommendations contained in the budget commission's report and in the tentative appropriations bill. That is about the only orderly way the committee can proceed. And every one knows how hard it is for the committee to turn down some requests for increases and grant others.

But when all of that is admitted, it remains a fact that state institutions ought to be allotted funds on the basis of results shown and needs revealed. A corollary of that is that breaking away from recommendations of the budget commission is justified when the request for an increased appropriation is buttressed by supporting facts and revealed needs. We think Dr. James E. Shepard's request for a $22,000 increase in the North Carolina College for Negroes appropriation stands in that position.

The North Carolina College for Negroes is the only state-supported institution in North Carolina of its type; it is the state's supreme offering to the Negro race in the matter of a liberal arts school; it is an institution the state is pledged to maintain on an "A" grade level; and it is the only state-supported institution that undertakes to prepare Negroes for pursuit of higher education in graduate schools.

On top of all that, it is a demonstrable fact, we believe, that for the money invested, Dr. Shepard's school is doing as good a job and paying as high dividends as any in the state, white or black. The amazing thing aboot it all is that so moch is done at North Carolina College for Negroes on so little money. Last year the state appropriation was $36,791. How anybody can run any sort of an "A" grade or "B" grade college on that is a mystery to the onlooker and a credit to the one who does it. But that is what Dr. Shepard seems to have done, except the "A" rating is about to be taken away and will be unless money is provided with which to meet announced requirements.

The budget commission recommended an appropriation of $43,855 for next year. That is an increase of $7,000, a tremendous help, no doubt. Dr. Shepard, president of the school, says at least $22,000 more is essential if the institution is to meet demands pressed upon it. In support of that statement Dr. Shepard offers a brief which makes his $22,000 increase request seem small.

Of course the appropriations committee and the legislature as a whole has to deal with innumerable special pleas for larger appropriations, and most of the requests are legitimate. North Carolina College for Negroes is not the only state institution that needs more money than it is allowed under the budget commission bill. They all want more and could use more to good advantage. The University of North Carolina allotment is niggardly compared with the existent needs and President Graham's request for an increase is appropriate.

Maybe because it is a home proposition; whatever it is we believe the $22,000 additional should be given Dr. Shepard's school.

---

Greensboro, N. C., News
January 12, 1937

# SEEK INVESTIGATION OF NEGRO EDUCATION

### State Committee to Request More Representation For Race On Boards.

### LOCAL "STRIKE" CITED

Daily News Bureau and Telegraph Office
411 Wachovia Bank Bldg., Fayetteville St

Raleigh, Jan. 11.—"Complete investigation into the affairs of negro education in the state" will be requested of Governor Hoey following the most recent meeting of th North Carolina committee on negr affairs.

The recent stir at Greensboro's A and T. college may have had something to do with this meeting. Th students' strike with the charge that attended that uprising got t Raleigh, but the war ended with preliminary skirmish. The meeting of the North Carolina committe on negro affairs was held in Raleigh last week. The minutes wer transmitted to Governor Hoey today.

The character of the investigatio called for reflects the belief of th committee that some of the school of the race are not doing what the should. Governor Hoey will b asked to name negroes on th boards of trustees of these negr schools. Recently Shaw university which has had white president continuously over 60 years, chos its second negro president. Th boards that govern these institu tions are becoming more represent ative of the race.

Today H. I. Fontellio-Nanton publisher of a string of negro week lies, gave the papers a brief ac count of the meeting Friday. H said:

"In what was hailed as the mos important meeting since its organization, the statewide committee o negro affairs discussed several important phases of negro activities in the state.

"On the recommendation of John Mitchell, state agricultural agent, the committee went on record as favoring a broader agricultural and industrial program in schools for negroes. Mitchell pointed out that of the total negro population of the state, 169,000 men and 21,000 women are engaged in agriculture as a gainful occupation.

"The committee went on record in advocating a program such that one of the negro colleges of the state will stand out pre-eminently for agriculture and trades: that negroes be appointed as far as possible on the trustee boards of negro schools. Randolph Johnson, state welfare officer, brought to the attention of the committee the necessity for some action on the Efland Home for Delinquent Negro Girls. This matter along with several other important features taken up by the committee were adequate bus transportation for negro children, vocational guidance in high schools, including manual training vocational agriculture and home economics in rural high schools."

---

# Gov. Hoey To Hear Demands Of Committee

---

Journal and Guide
1/30/37
Norfolk, Va.

# Seek New Educational Setup For Negroes In the State

(Special to Journal and Guide)

RALEIGH, N. C. — Governor Clyde Hoey will be asked for a complete investigation of Negro affairs in the state of North Carolina, if plans of the State-Wide Committee on Negro Affairs are carried out.

Following a meeting here recently, a committee was appointed to map out a permanent program seeking a broader agricultural and industrial program for Negro schools in the state, in addition to placing the investigation request before the chief executive.

Named to the committee were the Rev. George Fisher of Raleigh; W. R. Collins of Smthfield; D. F. Avant of Wilmington; H. I. Fontellio-Nanton of Raleigh; J. G. Johnson, J. T. Taylor, George Cox, and C. O. Pearson of Durham.

Chief speaker at the Raleigh meeting was John Mitchell, state agricultural agent, who voiced the strong demand for changes in the educational setup in the state.

Mr. Mitchell pointed out that out of the total Negro population of the state, 169,000 men and 21,000 women are engaged in agriculture as a gainful occupation.

The committee went on record in advocating a program that would make one of the Negro colleges of the state stand out preeminently for agriculture and trades; and that Negroes be appointed as far as possible on the Trustee Boards of Negro Schools.

Randolph Johnson, state welfare officer, brought to the attention of the committee the necessity for some action on the Efland Home for Delinquent Negro Girls. Other important features taken up by the committee were adequate bus transportation for Negro children, vocational guidance in high schools, including manual training, and vocational agriculture and home economics in rural high schools.

A sum of money was raised on the floor for the purpose of lobbying the legislature in an attempt to call their attention to the more important recommendations of the committee such as the Efland Home situation, Negro Parole Officers in the State and the appointment of Negroes on the Trustee Board of Negro Colleges.

---

Greensboro, N. C., News
February 17, 1937

# NEGRO EDUCATIONAL STUDY IS PLANNED

### Hoey to Be Asked to Name Commission Upon Return From Washington Trip.

### A. AND T. IS INVOLVED

Daily News Bureau and Telegraph Office
302 Wachovia Bank Bldg., Fayetteville St

Raleigh, Feb. 16.—Governor Hoey is in Washington, a habit of executives when hell busts loose in the state, and when he returns he will be asked, so soon as legislative ratification has been made, to name his commission to study negro education in North Carolina.

Representative Horton, of Martin, presented a few days ago the joint resolution under which this commission will proceed. There has been a deal of agitation over this subject, particularly as it affects the A. and T. college in Greensboro and the North Carolina College for Negroes in Durham. The charges made by friends and alumni of the Durham institution are that the Greensboro college has entered the field of liberal arts and is duplicating the work done by the Durham school. This commission will go deeply into that.

The resolution under which the study will be done reads:

"Section 1. That the governor of the state of North Carolina be, and he is hereby empowered and directed to appoint a commission of 15 members, five of whom shall be members of the one thousand nine hundred and thirty-seven North Carolina general assembly, three from the house and two from the senate.

"Section 2. That the purpose of said commission is to make a thorough study of the state's program for colored schools, including elementary, secondary, vocational, and higher education; and make such recommendations as it may seem right and proper to the governor of the state of North Carolina, and the next general assembly.

"Section 3. That the appointive members, not ex-officio, of said commission shall be paid the usual per diem and expenses of similar commissions that serve for the state, for the number of days actually engaged in service; and, that an amount not to exceed $500 shall be supplied said commission for the payment of secretarial expenses."

## COLLEGE TRUSTEE

Journal and Guide

DR. C. C. SPAULDING

Of Durham, N. C., was recently appointed a trustee of North Carolina College for Negroes. The appointments to the board were made by the governor and State Department of Public Instruction. Dr. Spaulding is the second member of the race to receive such an appointment during the past year, the other appointee being Dr. R. R. Taylor of Wilmington, named a member of the board of Fayetteville State Normal School.

5-1-37

Norfolk Va.

Dr. Spaulding is also trustee of Shaw University, Raleigh, and Howard University, Washington, and of the Slater Foundation.

At Commencement last June, Shaw University conferred upon him the honorary degree of Doctor of Laws.

5-1-37

In business life, Dr. Spaulding is president of the North Carolina Mutual Life Insurance Company; president of the Mechanics and Farmers Bank and vice president of the Bankers Fire Insurance Company.

---

Raleigh, N. C., News & Observer
September 3, 1937

# NEW ERA BEGINS AT NEGRO SCHOOL

## State Normal College at Elizabeth City to Inaugurate Four-Year Course

Elizabeth City, Sept. 2.—Offering for the first time this year a full-fledged four year college course and looking forward to the completion of a $200,000 construction program, State Normal College expects an enrollment of 600 students when it opens on Tuesday, September 7.

Already William H. Deitrich, Raleigh architect, is drawing up plans for the PWA aided construction of a new fireproof dormitory, a class room addition and a new library building, according to President J. H. Bias.

"Remember," he added, "the $192,181 for those buildings does not include $10,000 for land, $1,500 and adjacent land, $8,000 for roads, walks and landscaping. All together the whole project will approach a quarter of a million dollars.

The president pointed out that State Normal looks for an increase over its enrollment last year of more than 500 because "this is the first year we have offered a four year course."

State Normal College, now in its 46th year, will award the degree of Bachelor of Science in Education to its graduates next June. All new students will be required to take the four year teacher training course. Those, previously enrolled under the shorter course, will be allowed to complete only that program if they so wish.

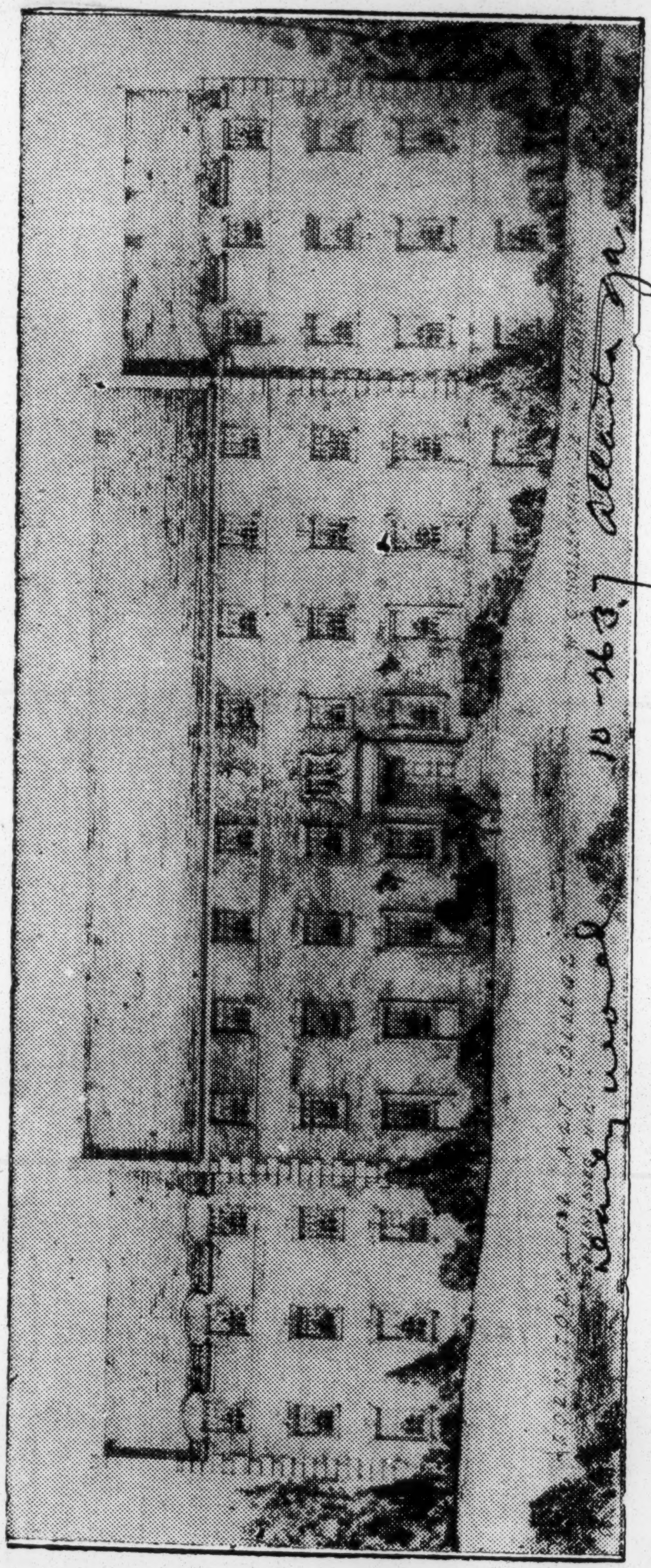
"We are going to add two new instructors to our faculty," the president continued. "One will teach 'home making' or the more practical side of home economics; while the other will be instructor in agriculture and farm management."

Word was received last week that the PWA had approved a grant of $89,181 to be added to a State appropriation by the General Assembly of $119,000.

The project includes: a fireproof 200 bed dormitory for girls; an eight class room addition to the present administration building; and a new library.

---

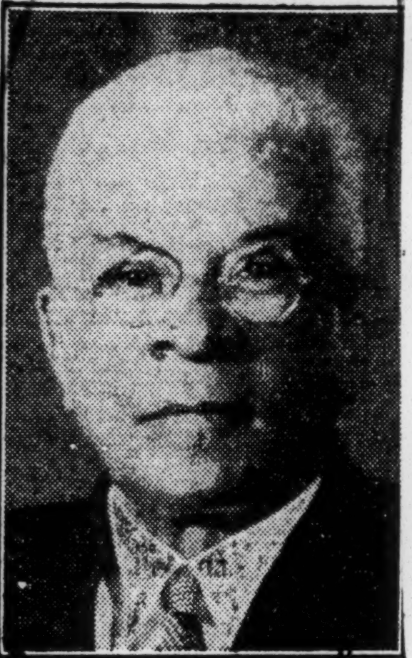
# PROPOSED GIRLS' DORMITORY AT A. AND T., GREENSBORO, N C.



Daily World 10-26-37 Atlanta Ga.

The new dormitory for girls which will soon be erected at the A. and T. College of Greensboro, North Carolina. This dormitory will cost $132,000. This building was made possible by an appropriation from the state of North Carolina and by a grant from the Federal Government. Plans were drawn by Wm. C. Holleyman of Greensboro.

## COLLEGE TRUSTEE



Journal and Guide

DR. C. C. SPAULDING

Norfolk Va.

Of Durham, N. C., was recently appointed a trustee of North Carolina College for Negroes. The appointments to the board were made by the governor and State Department of Public Instruction. Dr. Spaulding is the second member of the race to receive such an appointment during the past year, the other appointee being Dr. R. R. Taylor of Wilmington, named a member of the board of Fayetteville State Normal School.

5-1-37

Dr. Spaulding is also trustee of Shaw University, Raleigh, and Howard University, Washington, and of the Slater Foundation.

At Commencement last June, Shaw University conferred upon him the honorary degree of Doctor of Laws.

5-1-37

In business life, Dr. Spaulding is president of the North Carolina Mutual Life Insurance Company; president of the Mechanics and Farmers Bank and vice president of the Bankers Fire Insurance Company.

---

Raleigh, N. C., News & Observer
September 3, 1937

# NEW ERA BEGINS AT NEGRO SCHOOL

### State Normal College at Elizabeth City to Inaugurate Four-Year Course

Elizabeth City, Sept. 2.—Offering for the first time this year a full-fledged four year college course and looking forward to the completion of a $200,000 construction program, State Normal College expects an enrollment of 600 students when it opens on Tuesday, September 7.

Already William H. Deitrich, Raleigh architect, is drawing up plans for the PWA aided construction of a new fireproof dormitory, a class room addition and a new library building, according to President J. H. Bias.

"Remember," he added, "the $192,181 for those buildings does not include $10,000 for land, $1,500 and adjacent land, $8,000 for roads, walks and landscaping. All together the whole project will approach a quarter of a million dollars.

The president pointed out that State Normal looks for an increase over its enrollment last year of more than 500 because "this is the first year we have offered a four year course."

State Normal College, now in its 46th year, will award the degree of Bachelor of Science in Education to its graduates next June. All new students will be required to take the four year teacher training course. Those, previously enrolled under the shorter course, will be allowed to complete only that program if they so wish.

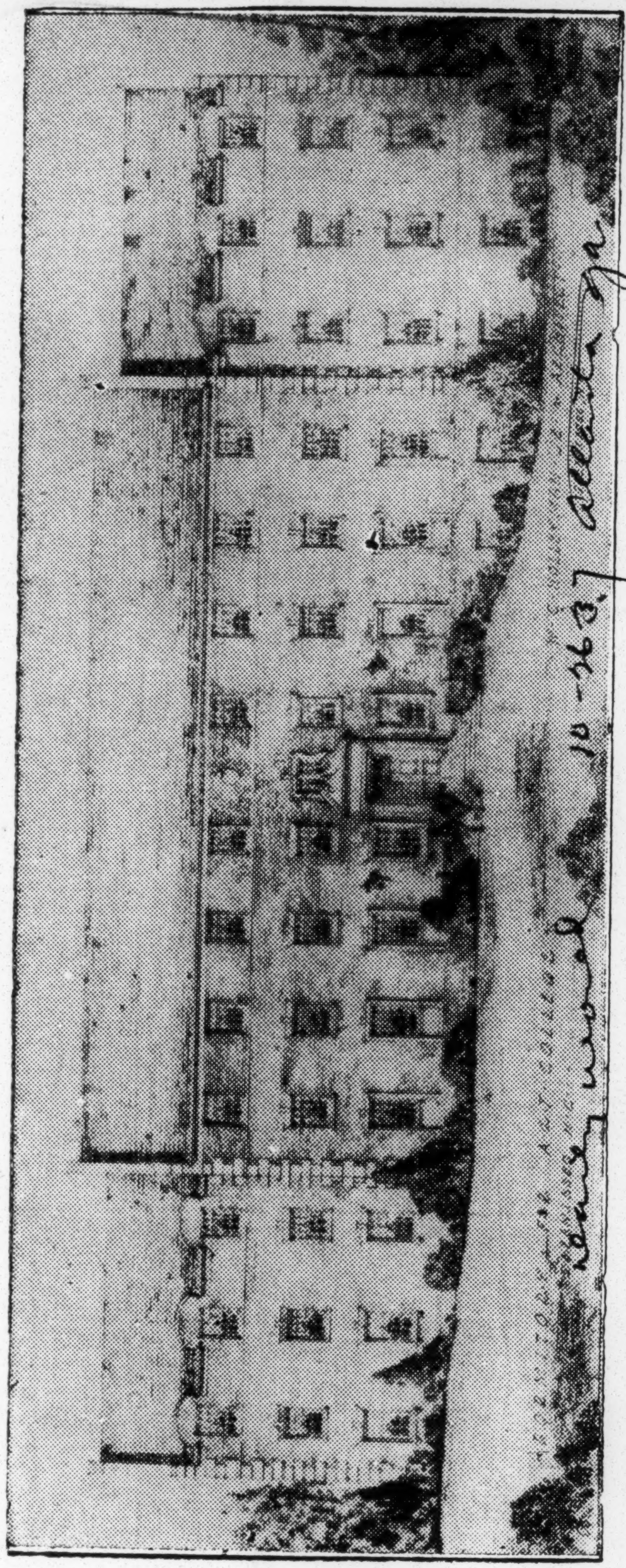
"We are going to add two new instructors to our faculty," the president continued. "One will teach 'home making' or the more practical side of home economics; while the other will be instructor in agriculture and farm management."

Word was received last week that the PWA had approved a grant of $89,181 to be added to a State appropriation by the General Assembly of $119,000.

The project includes: a fireproof 200 bed dormitory for girls; an eight class room addition to the present administration building; and a new library.

---

## PROPOSED GIRLS' DORMITORY AT A. AND T., GREENSBORO, N C.



Daily World 10-26-37 Atlanta Ga.

The new dormitory for girls which will soon be erected at the A. and T. College of Greensboro, North Carolina. This dormitory will cost $132,000. This building was made possible by an appropriation from the state of North Carolina and by a grant from the Federal Government. Plans were drawn by Wm. C. Holleyman of Greensboro.

North Carolina.

Education-1937

Colleges

Winston-Salem, N. C., Sentinel
September 5, 1937

# Winston-Salem Teachers College Enters New

1-2&C

# Expenditure Of $229,000 Is Authorized

## Huge Building Program To Get Under Way At Early Date

Winston-Salem Teachers College, already a prime factor in Negro education in the state, is entering upon a new era of expansion and service.

President Francis L. Atkins announces working plans and specifications maturing for the expenditure of more than a quarter of a million dollars in plant expansion.

For this program the state of North Carolina has appropriated the sum of $124,000 and the federal works progress administration has allocated the sum of $105,000.

From this fund is expected to be added to buildings and equipment now in use:

Girls' dormitory to cost approximately $100,000.

Dining hall, costing about $45,000.

Library building at around $40,000.

Auditorium costing about $45,000.

Within a few weeks the building committee of the board of trustees expects to complete preliminaries to active construction, the program to be completed for the opening of the fall term of 1938.

The building committee includes John C. Whitaker, chairman; A. H. Eller, Gordon Gray, Robert W. Gorrell and Col. W. A. Blair.

Other members of the board of trustees of the institution are Henry E. Fries, chairman; R. M. Cox of this city, Harmon Linville of Kernersville and T. A. Finch of Thomasville.

### Expansion Launched

The program of expansion was launched at a conference called by Chairman Fries in December of last year and attended by leading local citizens and Dr. N. C. Newbold, director of the division of Negro education of the State department of education. Following a study of the needs of the college, all were enthusiastic in adoption of a program to broaden and make more effective the work of the institution. Co-operating in the movement the board has had the unstinted support of prominent citizens and business men of the city as well as that of Senator H. M. Ratcliff and Representatives T. Spruill Thornton, Rex Gas and Virgil O. Wilson in the last General Assembly.

Commenting upon the assistance given the board in working to completion its financial problem, Chairman Fries said:

"I feel we should publicly acknowledge the service of our representatives in the General Assembly and the aid given by Hon. Frank Hancock, our representative in Congress. We are indebted to Mr. Hancock especially for his untiring and successful efforts in behalf of our school. In this Mr. Hancock has rendered service not only to our city and county, but to the state as well.

"Mr. Doughton and other members of the North Carolina delegation at Washington were also most co-operative.

"As an interested citizen S. Clay Williams was also extremely helpful."

### Student Registration

The college student registration last year was 478, and with a faculty and administrative staff of 33.

Opening the fall term this year this personnel is increased to 35, with additional teachers and a salary increases averaging around 10 per cent.

### Scope of Service

The founders of the school established it upon the principle of Christian education and encouragement in self-help, which has brought it to this high position of service which it now occupies as a college.

The cue for the present expansion program is taken from these facts:

Out of 2,260 Negro elementary schools in the state 2,053 are serving children of rural sections of the state.

From 1924 to 1935, 90,000 children entered the first grades of the state school system.

A check has shown that 92 per cent. of the Negro children in North Carolina complete their education with elementary grades—somewhere between the first and the seventh grades. Only 7.3 per cent. enter high school classes.

This institution in higher education was the first Negro institution in the state to drop the high school and concentrate its effort in education above the high school level only.

With the General Assembly grant of a new charter, enlarging its powers in 1925 the Winston-Salem Teachers College became the first Negro educational institution in the state to center its efforts in the field of teacher training for elementary schools on the college and degree level.

In general, according to President Atkins, the purpose of the college is to so train its graduates that, should they follow the teaching profession, they will go into their respective communities imbued with the spirit of not only teaching pupils of elementary grades, but encouraging them to continue their education in the high school grades as far as possible. Also, in their social mingling with parents, to aid in the solution of practical community problems of living.

"I want to express the sincere appreciation of my people for the splendid co-operation of civic leaders and business men of Winston-Salem who have assisted in maturing plans for our plant expansion," said President Atkins. "Co-operative vision, friendly understanding and interracial good will have characterized the community spirit from the beginning of this institution. Leaders among both white and colored races have contributed to this steady progress. Their position has always been, and is, that the advancement of the colored people can best be promoted through Christian education, and through training for useful citizenship and efficient teaching in the public schools of the entire state."

### The Beginning

Teachers College was first Slater Industrial School, established in 1892. This grew into a state institution when in 1905 it was recognized as a state normal for training teachers for Negro public schools.

In 1925 a new charter was granted by the General Assembly changing the name to Winston-Salem Teachers College and it became a full-fledged teachers college. It is still the only Negro instituton concentrating its work in the field of teacher training on the college and degree level for Negro elementary schools.

The first principal of Slater school was the late Dr. S. G. Atkins, pioneer in Negro educational work in Winston-Salem, who gave up principalship in the city school system to direct this advanced work for his race. His sons, Dr. Francis L. Atkins as president, and Jack Atkins as executive secretary, are at the helm for the 1937-1939 expansion program.

First classes were held in a one-room building, which still stands at the corner of Atkins and Slater streets, Columbian Heights—the site a gift of Col. William A. Blair.

Henry E. Fries was first chairman of the board of trustees; A. H. Eller and Col. Blair were members of the board. These having continued in this service to the institution to this day.

### Self-Help Stressed

Self-help and self-improvement, along with encouragement in home-ownership have been fundamental tenents in the educational philosophy of this institution.

### Students Make First Brick

Lamson Hall, the first permanent building constructed on the campus in 1896, was built of brick made by the students themselves.

The first unit of Atkins Hall, a dormitory for girls, was also constructed of brick made on the school campus, largely by student labor.

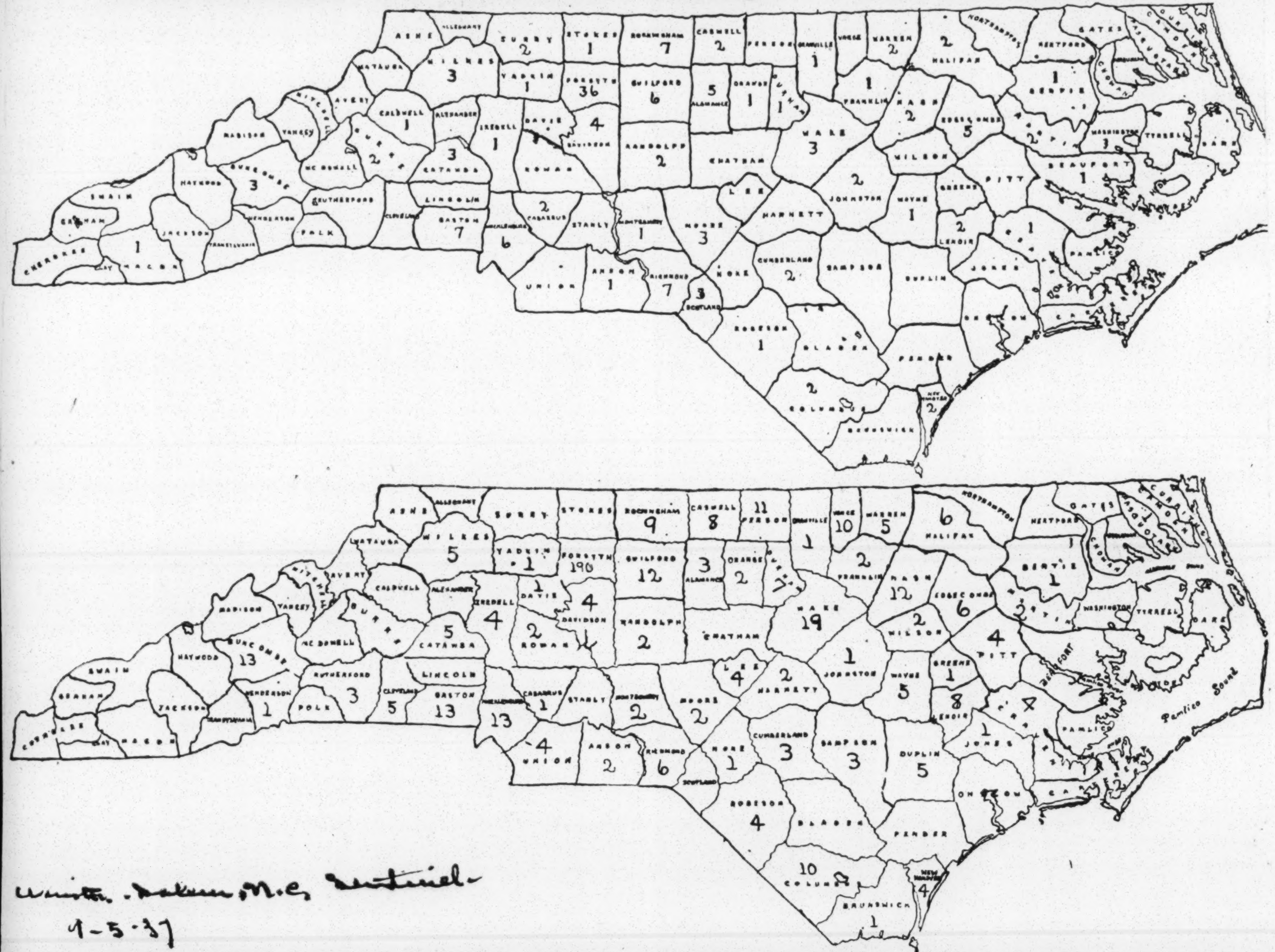
### College Farm

A college farm, considered vital in the training for life and homemaking, a part of the 55 acres in the college campus, was one of the early activities. It is known ats the "William E. Shipp Memorial Farm," honoring Lieut. Shipp, a young North Carolinian, killed in the battle of San Juan while leading Negro troops against Spaniards in Cuba. The farm tract was purchased through a special fund, more than $1,000 of which was contributed by Negroes of Winston-Salem.

### Present Buildings

Present buildings carry a vaue of $582,508. This includes Lamson Hall valued at $27,11.50; recitation building (also containing administrative offices and library, $135,262.41; Bickett Hall, boys' dormitory, $76,331.08; Atkins Hall and annex, $117,817.74; home economics building, $32,431.25; gymnasium, $33,936.17; laundry, $22,117.88 and the memorial farm. valued at $137,500.

# Contribution of Teachers College to North Carolina



Winston-Salem, N.C., Sentinel-
9-5-37

**A survey of the 228 degree graduates from Winston-Salem Teachers' College has disclosed, as shown in the upper map, that 145 (76.3 per cent.) of the 190 graduates contacted are actively engaged in teaching in the public schools of North Carolina. This map shows the way they are distributed over the state system. The lower map shows that 59 counties in North Carolina furnished 450 of the 478 young men and young women enrolled as students during the fall terms of 1936-37 at the college. Others come from coastal states from Massachussetts to Florida.**

Education-1937
Colleges.
6

North Carolina.

Raleigh, N. C., News & Observer
August 8, 1937

# EDITOR TO REPORT ON NEGRO COLLEGE

## Hoey Names Holt McPherson of High Point to Investigate A. and T.

**Holt McPherson**, editor of the High Point Enterprise, was named by Governor Hoey last night as an outside observer to investigate conditions at A. and T. College for Negroes at Greensboro, described as intolerable by one faction of alumni and denied by another.

The Governor stated that McPherson would come to Raleigh tomorrow to confer with him before launching his investigation.

The High Point editor was selected for the job after the Governor decided the only way to settle the controversy would be to accept the findings of an uninterested, impartial observer.

Conditions at A. and T. first gained public attention when a group of college alumni charged that syphilis was prevalent among members of the student body and that the administration arbitrarily has revised the curriculum and omitted essential courses in crafts.

Shortly thereafter, another group of alumni of Greensboro issued a countercharge denying the first complaint. The name of Dr. M. C. S. Noble, venerable chairman of the board of trustees of the institution, became involved in the argument, and the complaining faction suggested that he resign and accept honorary life-time membership, an idea bitterly opposed by other alumni.

Two investigations by members of the board of trustees failing to satisfy the two alumni groups, Dr. Noble conferred with Governor Hoey recently and suggested an outside investigator whose report would be accepted as final.

McPherson, who got the call, assumed editorship of the High Point Enterprise when Capus M. Waynick resigned to accept appointment by Governor Ehringhaus as director of the State Employment Service and later as chairman of the Highway and Public Works Commission.

McPherson will leave North Carolina in October to accept a position in Miami. Florida.

---

Augusta, Ga., Chronicle
August 29, 1937

# First Augusta Negro High School To Open Session on September 7

## Freshmen and Sophomore Classes to Be Enrolled for Fall Term, Others Will Be Added Within Two Years

The first Negro high school in the city of Augusta will open in the old Gwinnett school building Sept. 7, it was announced yesterday by Superintendant of Schools S. D. Copeland.

The school will offer various courses of a practical nature to the students, and will open for the first year with the freshman and sophomore classes. The junior class will be added during next year, and the senior class during the third year.

Charles H. Johnson, formerly the principal at the Steed school has been named as principal, and will work with the following faculty: Milton H. Brown, teacher, formerly a member of the faculty at the Charles T. Walker school; Harriett Martin, teacher, formerly at the Walker school; Lucille Brooks, teacher, formerly connected with the P. H. Craig school. and George T. Bryant, Robert Wright, Ruby Robinson, and Ella Napoleon, all new to the Richmond county school system.

According to Superintendent Copeland, the curriculum will include English, mathematics, the social sciences, home economics, agriculture, shop, and health courses.

The mathematics course will include high school mathematics and algebra, with emphasis laid at all times on the application of the subject to the problems of everyday life.

Social science will include history and civics with the practical side of economics and preparedness for civil responsibilities featured; and will include survey courses in practical electricity, botany, and physics, and will deal with everyday phenomena with which the individual comes in contact.

Home economics will include sewing, cooking, and housekeeping, while agriculture will include the care and culture of shrubbery and ornamental shrubs. A tract of land near the Steed school, owned by the board of education, will be used for experimental purposes, and will be worked by the students.

The shop course will include repair work to furniture and other manual occupations to fit the pupil for an outside occupation.

Health courses will feature physical hygiene, sanitation, accident and fire prevention, and the effects of narcotics and alcohol on the human system.

The physical plant at the old Gwinnett school building has been completely renovated and painted, and can accommodate approximately 500 pupils.

---

Winston-Salem. N. C. Journal
August 21, 1937

# State Director of Negro Education Is Heard Here

## Dr. Newbold, Speaking at Teachers College Commencement Program, Urges Negro Leaders to Become Aggressive

Aggressive efforts by Negro leaders to better the Negro education system in North Carolina were urged by the director of Negro education of the state here last night.

Dr. N. C. Newbold, Raleigh, head of Negro education division of the North Carolina State Department of Public Instruction, spoke last night at the summer school exercises for the Winston-Salem Teachers College. He was heard by the 30 graduates of the school and approximately 300 friends and visitors.

Using as his subject, "Negro North Carolinians, What Now?" the state director cited six conditions in which the Negro and white education systems in the state stand on equal footing. Continuing, he named more phases of the system where there is wide discrimination between the two races.

Continuous efforts are being made by the state to alleviate the differences, he said. But it is up to the Negro leaders to push promotion by demonstrating their needs and the necessity of improvement.

Dr. Newbold pointed out the following six conditions as being similar in both systems: School term, teacher-pupil load, program for teaching and certification, care of study and accreditment in elementary and in high schools and college curriculum.

Discrimination, he said, rests in average size of school unit, limited transportation, inadequate high school program, inadequate building and equipment and absence of graduate instruction.

The guest speaker was introduced by President F. L. Atkins, who presided over the exercises.

The summer school chorus, composed of ten students, and I. E. Johnson, cornet soloist, furnished the musical touch for the evening. The chorus sang "Great is Thy Love," by Bohm and "Mother Mine" arranged by Arnold. Johnson offered two solos, "My Heart at Thy Sweet Voice," by Saint-Saens and "Intermezzo," from Mascagni's "Cavalleria Rusticana."

In order that Dr. Newbold might be present the commencement program was conducted last night in spite of the fact that the summer school session will not end until Tuesday.

The following were candidates for the B.S. degree in elementary education:

Four-year primary curriculum—Geneva Roseboro Alston, Viola Elizabeth Crosby, Tena Maude Ellis, Lizzetta M. Hairston, Effie Jane Hill, Lucy Wallace Hodges, Willie Hall Kennedy, Gladys Pauline King, Lillie Mae Amaryllis Matthews, Piccola La France Morrow. Mavis Eldorse Osborne, Hattie Otis Scales, Ruth E. Smith, Vera Elizabeth Turner, Emily F. Wentz, Lillian Bernice Williams.

Four-year grammar grade curriculum—Sarvilla Arsonia Archie Elmira E. Bell, Leona Brown Daniel, Helen Lenora DeBerry, Fannie Mae Oakley, Olivia Vousiline Robinson, Ellsworth Harriet Sadler Eliza Shelton, Emma L. Smith Rosa Lee Suggs, Ophelia Teamer Wheeler, Lillian Elizabeth Whitfield, Alma Tatum Williams.

Four-year home economics curriculum—Cassie Mae Miller.

Durham, N. C., Morning Herald
December 6, 1937

# North Carolina College For Negroes Names Auditorium For Ben N. Duke; Governor Hoey Speaks At Dedication

## Notables Of Both Races Appear On Program Here

## PHILANTHROPIST PRAISED

## Speakers Point To Education As Means Of Solving Racial Problem In South

The name of Philanthropist Benjamin N. Duke, part of whose tobacco millions went into the North Carolina College for Negroes, was given to the new auditorium at the college here yesterday in a dedicatory program featuring an address by Gov. Clyde R. Hoey.

The auditorium, built with public works administration aid, was filled slightly beyond capacity with about a thousand persons. A new dormitory, library and several faculty cottages also were dedicated.

Although it is not a panacea for all the ills affecting civilization, "we cannot go forward except by education," the governor declared.

### Governor Speaks

Civilization, which links all of the past as well as indicating the future course of events, "touches life at every turn, and all of life," Governor Hoey said. He enumerated among the heritages of the past the American system of government, inventions—"Just think of the living standards now," he commented—and processes of thought.

Dr. Robert L. Flowers, vice-president and secretary-treasurer of Duke university and chairman of the trustees of the Negro college presided at the program. In announcing the name of the new auditorium, Mr. Flowers said:

### Praises Benjamin Duke

"The most gentle, the most self-sacrificing, if you please, the man who had more of the milk of human kindness . . . was Benjamin N. Duke."

Robert M. Gantt, vice-chairman of the college's trustees, referred to the educational advance in North Carolina that began with the administration of Gov. Charles B. Aycock at the turn of the century and declared:

"Not since his administration has there been a turning back; not even a marking of time."

Mr. Gantt introduced the governor.

Music during the program was sung by the 50-voice college choir. The program was broadcast by two stations.

Numerous distinguished guests both white and colored, appeared on the program that marked a milestone for the nation's only state-supported Negro college of liberal arts. Among them was the governor's wife, who said she came for three reasons: To see the new buildings, to hear her husband, and to listen to the Negro choir sing "as no white person can sing."

President Frank Porter Graham of the University of North Carolina called attention to the number of educational institutions in this area and asked:

"May we not here enter on a great adventure of educational cooperation" destined to make this section one of the greatest educational centers of the world?

A number of the speakers pointed to education as a means of solving the problem of racial friction in the south. President Mordecai W. Johnson of Howard university, who earlier in the day had preached a dedicatory sermon, said the south has been unable to meet the elemental needs of white as well as black persons and expressed appreciation for what has been done for the Negro race. In return, he asserted, "We are going to give until we have nothing left to give as long as we can share with you the belief that the giving is needed for the common good of the southland and the rest of the country."

Many of the Negro dignitaries who brought greetings on the occasion paid tribute to the leadership of President James E. Shepard of the Negro college.

Speakers included Victor S. Bryant of Durham, a member of the legislature; Claude A. Barnett of Chicago, Ill., president of the Associated Negro Press; Dr. N. C. Newbold of Raleigh, director of the department of Negro education for the state; President David D. Jones of Bennett college, Greensboro; President Robert P. Daniel of Shaw university, Raleigh; Dr. C. C. Spaulding of Durham, president of the North Carolina Mutual Life Insurance company; and Dr. W. G. Pearson of Durham, principal of Hillside Park high school. President Frank L. Atkins of Teachers college, Winston-Salem, sent a message.

Oklahoma.

Education-1937
Colleges.

Black Dispatch
5-15-37
Oklahoma City
Okla

# The Legislature Closes

With the legislature adjourned, one might take stock of some of the things accomplished. First of all, Negroes should rejoice in the death of Senate Bill 104, which had for its purpose placing Langston university under the regents of the State A. & M. college, Stillwater. Such a move would have sent the institution back for the next twenty years. We would have been placed on the tail end of a big program for white education. Once in a great while we would have been given hurried attention by a board, the majority of whom are dirt farmers.

We understand that Senator Ritzhaupt promises to shove the school in the same direction during the next legislature. The thing to do is prepare for this battle. Forewarned is forearmed.

The ideal should be a complete Negro board. The next candidate for governor should be pledged to this type of program. As Governor Marland said during the course of a recent statement to Negro educators, Negroes have the ability and will give more sympathetic attention to Langston university than any white board.

Negroes at least will see to it that money is appropriated for the physical plant and for other needs will be honestly spent. One can go and look at the new PWA dormitory and see what great good can be done if federal supervision could go into every building erected on the grounds. With the exception of Page Hall, every building on Langston campus is a disgrace. Somewhere between the legislative appropriation and the erection of the various buildings something goes wrong. Location of the fault and the guilty parties is difficult; but there has been enough money appropriated for Langston university to have made such buildings as Marquess Hall, old University of Men's Building, University Women, and Phyllis Wheatley look like something far different from what they are.

A fight should immediately be made by the governor to place a competent man at Langston when new buildings are erected to give the same supervision as contained in the federal construction. There is no excuse for erecting shams and shells and calling them modern buildings. A comittee should visit them governor and see that this is done. A half million dollars appropriated can end up only $250,000 if we do not pay the price of vigilance. Once again let us say, the most of the buildings at Langston are a disgrace to civilization.

The new $35,000,000 bond issue should receive attention. It is still menaced by the initiative and referendum. Unless something can be said which will cause Negroes to assume a portion of this huge tax fund is going to be allocated to Negro labor, in a referrendum fight the bill should be killed. Of course such assurances and agreements could be made, but not until then are we for this plan.

We had hoped that the new registration bill would pass. The old system adopted back in 1915 during the Williams administration should be abandoned. It ought to be possible for a citizen to go to the county clerk and register at any time in the year. The old method of registration was enacted into law to substitute the old Grandfather Clause. With the majority of Negroes in this state voting the Democratic ticket, there is no excuse for continuance of this outmoded policy. Here's hoping that the next legislature will correct this evil in our registration laws.

We favor a unicameral legislature. The old system of two houses is pure bunk. It gives too much opportunity to pass the buck, and to say the least, is expensive. The old system is a relic of the day when representative government was in its testing period. What ought to happen is to select a much smaller law making body to whom we would pay adequate salaries. Negroes and minority groups would benefit from such a change. It is the untrained, ignorant representative who comes to the legislature from remote centers, or the unspeakable demagogue looking for selfish pelf who butchers the rights of minorities. A higher class of men would seek office under the unicameral system bolstered with substantial salaries.

While the legislature got busy this year purchasing private hospitals to be maintained by the state at Clinton and McAlester, Negroes lost a golden opportunity to ask for the purchase of the old Rolater hospital for Negroes. Here is a fine and costly structure located in Oklahoma City which would have served the needs of the Negroes of the entire state. With the death of Dr. Rolater it is unused and we believe that preparation should be made to ask the State of Oklahoma to purchase this property for Negroes. The best that a Negro can do at the State University Hospital is to secure a bed in the basement of that institution. Since segregation is a fixed policy in Oklahoma institutions, why not make the most of it, and secure a hospital adequate to serve the needs of Oklahoma Negroes, and at state expense?

Education-1937
Colleges.
6

Oklahoma

## A White Manager For Langston University

Members of the Langston Alumni who might have been dubious regarding the attempt on the part of certain influences to place a white man in charge of Langston university, should turn to the front page of this edition and read what State Superintendent Crable has to say. When you read that statement there is but one conclusion to reach. The Board of Regents were polled on this subject, and they were polled at the request of a man who used as his argument for the unseemly change that Senator Ritzhaupt of Guthrie, was favorable to the arrangement.

In view of the fact that it was Senator Ritzhaupt who is alleged to have recently told a delegation representing the alumni of Langston university, that he did not believe there was a Negro in the state qualified to attend to the business affairs of Langston university, the logical conclusion is that when Representative Pete Weaver, of Payne county, went to State Superintendent Crabel with this unthinkable proposition he was in actuality representing the Logan county senator.

This thought is accentuated by the statement of Representative Carleton, who in a telephone conversation with the Black Dispatch this week, states that Representative Allen of Logan county, alleges that the move for a white manager at Langston university is sponsored by Senator Ritzhaupt. Mr. Carleton stated that he had no objection to the publication of this statement.

In view of these revelations, members of the Langston Alumni Association and the tax-paying Negro citizens of Logan county, who help elect Senator Ritzhaupt to his position in the legislature, should view with alarm any action he might take with reference to Langston university.

As we said last week, "Beware of the Greeks when they come bearing gifts." First Senator Ritzhaupt, without any guidance or direction from Negro leaders introduces Senate Bill No. 104, which would place the university at Langston under the supervision and control of the Board of Regents of the State A. & M. College, Stillwater, and while the bill is in the hopper of the House of Representatives, the representative from Payne county is in the State Superintendent's office proposing a white manager for the institution. Keep your thinking clothes on now. Stillwater is in Payne county. The applicant for the white managership is from Payne county. The fellow who is responsible for the selection of the manager will of course have a lot to say to the white manager regarding who is hired at Langston. Representative Weaver told Superintendent Crable that his plan had the endorsement of Senator Ritzhaupt. We wonder what was the understanding had between Senator Ritzhaupt and Representative Weaver?

Keep in mind that 31 of the 80 employees at Langston university are already residents of Logan county. Does the new deal mean that through placing the management of the institution at Stillwater, the legislators of the two counties are to make Langston university a little football of their own? Those who read these lines should keep in mind that what we say here is no attempt to fight any black man today employed at Langston university. So far as we know, all of them are efficient; but we do argue that the president of Langston university, whoever he is, should have the untrammeled right to select the faculty and employees, without hindrance from petty state officials who could not have much more in mind other than the erection of a political machine.

Our opinion is that all of the outside employees could in a large measure be selected from Logan and adjacent counties, but when they are selected, if discipline and good service is to be expected from such employees, they must in the nature of things be named by the president of Langston university.

It ought to be patent to the alumni that some evil influence is at work at the present time to fetter Langston universiy with the worst type of politics it has ever known. In just a short while we are going to uncover something at the university which is far worse than what we feel we have located just at the moment. For the past week we have been digging in another hole where festers another political boil ruinous to the finances of the institution. In the language of President Roosevelt, "We have just begun to fight." Timid souls may falter, but as for us we are going to face the issues squarely as we see them at Langston.

Superintendent Crable and the present Board of Regents unquestionably have the interest of Langston university at heart. They have propelled the present appropriation bills through the legislative hobbles to a point where we can almost see sufficient funds with which to accredit Langston university. To follow Senator Ritzhaupt and Senate Bill 104 would be to "swap horses in the middle of the stream."

The Black Dispatch is calling upon all of its readers to sit down immediately following the reading of this statement and write their representative asking such persons to vote first, last and all the time against Senate Bill No. 104. Do not waste any shot writing to your state senators, for the bill has already passed that body. Write to the members of the lower house Do it immediately.

---

# STATE LEGISLATOR NAMES RITZHAUPT AS HAVING ENDORSED WHITE MANAGER FOR LANGSTON

Black Dispatch
2-27-37
Oklahoma City

### REGENTS PUT FOOT DOWN ON STRANGE MOVE TO HAMPER PROGRESS OF STATE'S ONLY NEGRO COLLEGE

### Shoemake and Hill To Watch Move

Definite information as to the individuals interested in placing a white manager at Langston university was secured Wednesday when State Superintendent A. L. Crable answered queries made by a Black Dispatch reporter, who asked the superintendent two questions.

"Did you poll the Board of Regents of Langston university recently to ascertain the attitude of the members with reference to selecting a white man as business manager for Langston?" Crable was asked.

"Yes," said the educational head; "I called and reached them all but Mr. Elam, and all of them said that they were opposed to such a plan. I myself am opposed to any such arrangement, but I polled the board on this question because of a request made by a friend of long acquaintance."

"Who was that man?" Crable was asked.

"Why, Pete Weaver came to me about the matter. Pete is the representative from Payne county. He brought with him Maim Miller of Stillwater, whom he said he wanted to make engineer or business manager at Langston. Weaver said that he had talked the matter over with Senator Ritzhaupt, and that he had his full endorsement of the plan.

"I told Weaver that I could not discuss any such radical change in policy and it was then that he asked me to poll the board on the subject," Crable continued.

"I called the board members right then and there and received their 'no' answers before Weaver and Miller left my office," said the superintendent.

Inquiry among the members of the House of Representatives Wednesday developed additional light on the subject. La Verne Carleton, representative from Oklahoma county, stated to a Black Dispatch representative that he had discussed the proposal to place Langston university under white management with Representative Allen of Logan Co. in an attempt to locate the individual responsible for the attempted change. Carleton said Representative Allen told him that it was Senator Ritzhaupt's proposition.

While rumor has it that attempt was made last week to saddle a rider on the Langston appropriation bill, providing for a white manager, Chairman Shoemake, of the Appropriations Committee, said Wednesday that no such attempt had been made to his knowledge.

"You may say for me that no such rider will get tied to the bill," continued Shoemake.

"I've got a large number of fine colored people in my district and I know they do not want any such arrangement. I'll fight it to the last ditch," continued Shoemake.

Senator Hill, Pittsburg county, said that he would watch for any such trifling with the bill when it comes to the Senate. "You know you can't legislate in appropriations bills. If anybody starts that racket on our side of the capitol I'll make a point of order," said the old veteran

Education-1937
Colleges.
6

Oklahoma

## A White Manager For Langston University

Black Dispatch 3-27-37 Oklahoma City

Members of the Langston Alumni who might have been dubious regarding the attempt on the part of certain influences to place a white man in charge of Langston university, should turn to the front page of this edition and read what State Superintendent Crable has to say. When you read that statement, there is but one conclusion to reach. The Board of Regents were polled on this subject, and they were polled at the request of a man who used as his argument for the unseemly change that Senator Ritzhaupt of Guthrie, was favorable to the arrangement.

In view of the fact that it was Senator Ritzhaupt who is alleged to have recently told a delegation representing the alumni of Langston university, that he did not believe there was a Negro in the state qualified to attend to the business affairs of Langston university, the logical conclusion is that when Representative Pete Weaver, of Payne county, went to State Superintendent Crabel with this unthinkable proposition he was in actuality representing the Logan county senator.

This thought is accentuated by the statement of Representative Carleton, who in a telephone conversation with the Black Dispatch this week, states that Representative Allen of Logan county, alleges that the move for a white manager at Langston university is sponsored by Senator Ritzhaupt. Mr. Carleton stated that he had no objection to the publication of this statement.

In view of these revelations, members of the Langston Alumni Association and the tax-paying Negro citizens of Logan county, who help elect Senator Ritzhaupt to his position in the legislature, should view with alarm any action he might take with reference to Langston university.

As we said last week, "Beware of the Greeks when they come bearing gifts." First Senator Ritzhaupt, without any guidance or direction from Negro leaders introduces Senate Bill No. 104, which would place the university at Langston under the supervision and control of the Board of Regents of the State A. & M. College, Stillwater, and while the bill is in the hopper of the House of Representatives, the representative from Payne county is in the State Superintendent's office proposing a white manager for the institution. Keep your thinking clothes on now. Stillwater is in Payne county. The applicant for the white managership is from Payne county. The fellow who is responsible for the selection of the manager will of course have a lot to say to the white manager regarding who is hired at Langston. Representative Weaver told Superintendent Crable that his plan had the endorsement of Senator Ritzhaupt. We wonder what was the understanding had between Senator Ritzhaupt and Representative Weaver?

Keep in mind that 31 of the 80 employees at Langston university are already residents of Logan county. Does the new deal mean that through placing the management of the institution at Stillwater, the legislators of the two counties are to make Langston university a little football of their own? Those who read these lines should keep in mind that what we say here is no attempt to fight any black man today employed at Langston university. So far as we know, all of them are efficient; but we do argue that the president of Langston university, whoever he is, should have the untrammeled right to select the faculty and employees, without hindrance from petty state officials who could not have much more in mind other than the erection of a political machine.

Our opinion is that all of the outside employees could in a large measure be selected from Logan and adjacent counties, but when they are selected, if discipline and good service is to be expected from such employees, they must in the nature of things be named by the president of Langston university.

It ought to be patent to the alumni that some evil influence is at work at the present time to fetter Langston universiy with the worst type of politics it has ever known. In just a short while we are going to uncover something at the university which is far worse than what we feel we have located just at the moment. For the past week we have been digging in another hole where festers another political boil ruinous to the finances of the institution. In the language of President Roosevelt, "We have just begun to fight." Timid souls may falter, but as for us we are going to face the issues squarely as we see them at Langston.

Superintendent Crable and the present Board of Regents unquestionably have the interest of Langston university at heart. They have propelled the present appropriation bills through the legislative hobbles to a point where we can almost see sufficient funds with which to accredit Langston university. To follow Senator Ritzhaupt and Senate Bill 104 would be to "swap horses in the middle of the stream."

The Black Dispatch is calling upon all of its readers to sit down immediately following the reading of this statement and write their representative asking such persons to vote first, last and all the time against Senate Bill No. 104. Do not waste any shot writing to your state senators, for the bill has already passed that body. Write to the members of the lower house Do it immediately.

---

# STATE LEGISLATOR NAMES RITZHAUPT AS HAVING ENDORSED WHITE MANAGER FOR LANGSTON

Black Dispatch
3-27-37 Oklahoma City

### REGENTS PUT FOOT DOWN ON STRANGE MOVE TO HAMPER PROGRESS OF STATE'S ONLY NEGRO COLLEGE

### Shoemake and Hill To Watch Move

Definite information as to the individuals interested in placing a white manager at Langston university was secured Wednesday when State Superintendent A. L. Crable answered queries made by a Black Dispatch reporter, who asked the superintendent two questions.

"Did you poll the Board of Regents of Langston university recently to ascertain the attitude of the members with reference to selecting a white man as business manager for Langston?" Crable was asked.

"Yes," said the educational head; "I called and reached them all but Mr. Elam, and all of them said that they were opposed to such a plan. I myself am opposed to any such arrangement, but I polled the board on this question because of a request made by a friend of long acquaintance."

"Who was that man?" Crable was asked.

"Why, Pete Weaver came to me about the matter. Pete is the representative from Payne county. He brought with him Maim Miller of Stillwater, whom he said he wanted to make engineer or business manager at Langston. Weaver said that he had talked the matter over with Senator Ritzhaupt, and that he had his full endorsement of the plan.

"I told Weaver that I could not discuss any such radical change in policy and it was then that he asked me to poll the board on the subject," Crable continued.

"I called the board members right then and there and received their 'no' answers before Weaver and Miller left my office," said the superintendent.

Inquiry among the members of the House of Representatives Wednesday developed additional light on the subject. La Verne Carleton, representative from Oklahoma county, stated to a Black Dispatch representative that he had discussed the proposal to place Langston university under white management with Representative Allen of Logan Co. in an attempt to locate the individual responsible for the attempted change. Carleton said Representative Allen told him that it was Senator Ritzhaupt's proposition.

**While rumor has it that attempt was made last week to saddle a rider on the Langston appropriation bill, providing for a white manager, Chairman Shoemake, of the Appropriations Committee, said Wednesday that no such attempt had been made to his knowledge.**

**"You may say for me that no such rider will get tied to the bill," continued Shoemake.**

**"I've got a large number of fine colored people in my district and I know they do not want any such arrangement. I'll fight it to the last ditch," continued Shoemake.**

Senator Hill, Pittsburg county, said that he would watch for any such trifling with the bill when it comes to the Senate. "You know you can't legislate in appropriations bills. If anybody starts that **racket on our side of the capitol I'll make a point of order,"** said the old veteran

# Negro Regents For Langston University

Black ~~Dispatch~~

Here's hoping that Senate Bill 104, designed to place Langston university under the State Board of Agriculture, will die in the House of Representatives. We have many reasons why this is desirable. If Langston university is to be an institution for the higher education of the Negro youth of Oklahoma, there is no excuse or justification for placing the school under the domination of a board, where Langston's problems would be first of all foreign to the general program of such a board, and would therefore always be the tail end of their deliberations and considerations.

4-17-37

Most of all, Negroes should oppose it, so that if the bill should by any chance pass, we as a racial group would assume no responsibility for its virtues or its faults. It would leave black citizens in a position to consistently demand the type of supervision Langston university ought to have.

Oklahoma City, Okla.

To the north of Oklahoma in an adjoining state (Missouri) a Negro board of curators directs the affairs of Lincoln university at Jefferson City. Quite recently this writer was in Jefferson City when that board of curators met. Dr. William J. Thompkins, now Register of Deeds Washington, D. C., but whose residence is in Kansas City is a member of that board.

To the credit of Negro administration we want to say that today Lincoln university is recognized by the North Central Association of Colleges. An outstanding president and college faculty run the institution and every department of the school is adequately supplied with instructional equipment.

The ambition of every Negro in Oklahoma should be to fight for this type of administration for Langston university. By such a method we would instantly be rid of the vicious legislative job trading which characterizes the institution and breeds insubordination.

The ideal for which the Negroes of this state should fight would be a law which would provide for a five-member board of regents, two of whom would retire every four years, their successors to be appointed by the governor. By this method there would always be a majority hold-over group who could continue the policies of the institution.

The fine work of the Missouri Negroes in the field of administration has been so outstanding that the legislature of that state last week appropriated money for the purpose of allowing Negroes to study the entire economic, industrial, educational and civic needs of the Negroes of that great state.

Such a commission was not only named, but the legislature appropriated funds for the commission to use in its survey. When will Oklahoma Negroes wake up and decide on a forward program? If we agree and endorse the present Bill 104, it places us in an inconsistent position to fight for the foregoing ideal.

What is true of Missouri is also true in West Virginia where Negroes have a far more progressive outline of administration than in Missouri. The Negroes who seek to lead in Oklahoma would do well to spend a few dollars in travel finding out what Negroes in other states are doing.

As the matter now stands, we have a state school with a Negro president in name only. Every state senator and representative has more to do with the actual functoioning of the institution than the president. If the president does issue a necessary and drastic order to the faculty he is immediately called on the carpet by said state senators and representatives, who are usually listening to some worthless political worker he has saddled on the institution.

Members of the House of Representatives have in large numbers indicated their intention to bury Senate Bill 104. They will bury it if enough folk tell them to, in letters that come from the forks of the creek. If you have not done so, sit down today and write your representative in the House. Tell him you do not want him to support Senate Bill 104.

---

# Negro Board Of Regents To Control Langston University In Oklahoma

Plaindealer 5-7-37

Kansas City, Kansas

---

(By C G LOWE)

LANGSTON, Okla.—(Special to the PLAINDEALER)—As the outstanding outgrowth of the defeating of a bill in the Oklahoma legisalture last week trying to put Langston university under control of the State A. and M. College, and the expressed wish of the Governor of Oklahoma, a bill passed the Senate creating a Negro board of Regents for the Colored Agricultural and Normal College at Langston, consisting of 7 members to be appointed by the Governor for terms of from 1 to 7 years, and making members removal only by law for causes shown. Term of one member expiring each year.

Langston has had Negro boards twice before. Once in territorial days when former Governor Henry S. Johnston, and now state senator, was a member of the Territorial Council that established the school. In later years when Hon. Jack Walton was elected Governor, another Negro board was appointed. This board was removed by Hon. M. E. Trapp, who succeeded Walton as Governor, he Walton, having been impeached after serving a short while. Careful observers are closely scanning the field for capable men to be submitted for said Board of Regents. The following wellknown and prominent citizens have been mentioned. Name in parenthesis shows county in which citizen resides:

O. Douglass and Dr. J. M. White, (Okmulgee); Drs. R. Suratt, G. W. Minor and B. W. Long (Wagoner); L. L. Dolphin, Prof. W. T. Johnson, W. E. Lee, (Okfuskee); Revs. J. M. Payne (Hughes); Rev. W. E. Perry, (Oklahoma); J. A. Rouce, (Kingfisher), W. E. Mitchel, C. R. Buford, (Carter), H. T. Hutton (Creek); Geo. Elliott, R. E. Stewart, N. Fuller, Geo. W. Davis, Rev. T. M. Gatewood, (Muskogee); Prof. C. E. Kemp (McIntosh); Roscoe Dunjee, W. E. Tucker, Dr. Slaughter (Oklahoma); Forest Anderson, R .G. Parish (Seminole); Dr. G. W. Banks (Cherokee); J. T. Armstrong, (Lincoln); E. R. Spigner (McClain); J. H. Goodwin, two of the Mann Brothers, B. G. Franklin, Dr. G. I. Lythcoth (Tulsa).

The foregoing 28 names, four times as many as are required to fill said board of regents, it is a safe gamble if no women are named, the board will be named from among these names. They are from among leading citizens of the state. All are outstanding in their lines. All have passed thru the experimenting stage in life and business. Many are graduates from college. Many are from that rugged school of life known as experience who is said to be the dearest and hardest schoolmaster of all. These outstanding citizens all, have made such progress in their work as to easily place them in that class from which it is hoped men will always come to do such work as is immediately needed at Langston. Some of the men named helped to organize and start the school. Several are graduates from Langston. Many have sons and daughters who graduated from Langston; Some have boys and girls now in the school. Many have sons and daughters teaching over the state. All are of that class that can well afford to be free in thought and action. The school has been a political football or pawn for changing state administration, it is charged. With a 7-man board, one of each to be appointed in a manner as to not have a new board for any future governor to name, as has been the case formerly, it is expected those named will be free to do and act, at all times, for what is best for the school, consequently the race.

Governor E W Marland promised in his campaign in 1934, that if elected he would put Negroes in control of every Negro institution in the state One of his first acts was to remove the white superintendent at the State hospital for Negro insane at Taft and place it under the control of a Negro superintendent, Major. H C. McCormack.

Education - 1937

Colleges.

Pennsylvania.

# Lincoln U. Milestones

1849—Dr. John Miller Dickey, pastor of Presbyterian Church at Oxford, Pa., conceived idea of training young colored men for the ministry.

1853—Presbyterian General Assembly approved idea of school for colored youth, Presbytery of New Castle authorized establishment of Ashmun Institute.

1854—Charter granted by State of Pennsylvania for Ashmun Institute.

1856—Ashmun Institute dedicated and first principal, Dr. John P. Carter, installed, December 31.

1859—First three students graduated, were licensed and ordained by New Castle Presbytery and sent to Africa as missionaries of Presbyterian Church, U.S.A.

1866—Charter was amended by State Legislature and school given name of Lincoln University in memory of martyred president.

1867—Theological department established with two-year course.

1906—Dr. John Ballard Rendall, nephew of Dr. I. N. Rendall, elected to presidency to succeed his uncle. His total period of service in the university covered "sixty years save one."

1921—President Warren G. Harding delivered commencement address. Alumni arch memorial gateway to Lincoln men in World War dedicated. General Education Board gives $30,000 toward new science building.

1922—College admitted as fully accredited college to Association of Colleges and Preparatory Schools of the Middle States and Maryland.

1927—Dr. William Hallock Johnson inaugurated as president after twenty-three years of service as professor and dean.

Lincoln University admitted to membership in the American Association of Colleges.

Dr. E. P. Roberts elected to board of trustees as first colored and first alumnus. Board now has six colored members.

1931—Prof. J. Newton Hill elected to chair of English as first colored and first alumnus on faculty. Faculty now has nine colored members.

936—Dr. Walter L. Wright elected to presidency of the university after forty-three years as professor of science, registrar, secretary-treasurer, and vice president.

937—Appropriation of $50,000 made to Lincoln by Pennsylvania Legislature.

Afro-American

9-11-37

Baltimore, Md.

Education - 1937
Colleges.
6

Tennessee

Nashville. Tenn. Banner
July 18, 1937

# Meharry Has Had Fast Growth Since Founding in Late 60's By Scotch-Irish Immigrants

No Negro educational institution has enjoyed greater growth to meet the needs of a race than Meharry Medical College, organized in 1876 as the medical department of Central Tennessee College.

It has grown rapidly to such prominence that today it is one of the finest Negro medical schools in the nation, sending out yearly scores of Negro youths as trained physicians, surgeons, and specialists.

In 1865, the Missionary Society of the Methodist Episcopal Church fostered the foundation of Central College with a fund of $10,000 for broader education for Negro youth.

The medical department derived its name from the Meharry family, Scotch-Irish immigrants of 1794, founded by the three Meharry brothers. Through their efforts and generosity, the main academic building was erected in 1879; a dental annex was added in 1888, and in 1889 a pharmaceutical building went up.

The first class was graduated in 1877, and the school progressed rapidly until in 1891 there had been 121 graduates, all respected in the practice of medicine. At that time, there were only some 175 qualified Negro physicians, qualified for practice, among the 6,500,000 Negroes living in the twelve states south of the Ohio and Potomac Rivers. More than half of those were Meharry graduates.

A dental department was added in connection with the medical institution, and the pharmaceutical school was instituted in 1889. The medical instruction program was extended to three sessions of twenty weeks each, with students being permitted clinical privileges at the City Hospital.

Requirements for admission and graduation were stiffened, and graduates of Meharry soon became widely known as highly competent in the field of medical treatment.

It was in 1900 that the name of the college was changed to Walden University. Meharry obtained a separate charter in 1916, and since has prospered independently.

The present day medical institution is a credit to its guiding genius, Dr. George W. Hubbard, who spent much of his life creating a new and broader freedom for the Negro youth.

Dr. Hubbard was chosen first president of the medical college in 1916, holding this office until 1921 when he became president emeritus and was succeeded by Dr. John J. Mullowney, present head of the institution.

---

# Meharry on Probation

Afro-American
10-16-37
Baltimore, Md.

NASHVILLE, Tenn.—Meharry Medical College has been placed on probation as of June 6, 1937. Action to this effect was reported recently by the American Medical Association, which has previously recognized Meharry as an A grade medical training center.

---

# Only 3 Freshmen, College May Close

Afro-American
12-25-37
Baltimore, Md.

NASHVILLE. — With only three students enrolled in the freshman class of the Meharry Dental School, grave fears are felt there that the department's doors will be eventually closed.

The school is one of the two colored Class A dental schools; the other is at Howard University. Persons interested in the college's continuance are emphasizing the pressing need for colored dentists; in Mississippi, for example, there is but one for every 34,000 population.

---

# Distinguished Anthropologist Joins Faculty At Fisk Univ.

## Ruediger Bilden, Authority on Brazilian Social History and Race Mixture, Now a Member of Sociology Department.

By JAMES EDMUND BOYACK

Courier
10-9-37
Pittsburgh, Pa.

NEW YORK, Oct. 7—Ruediger Bilden, historian and anthropologist, has been appointed a member of the Department of Socioolgy at Fisk University, Nashville, Tenn., and has just left to assume his duties. it was learned here today.

Widely known as an authority on Brazilian social history and race mixture, Professor Bilden will be associated with other prominent experts who have also been invited to the famed university to take part in an extension of the department's activities under Charles S. Johnson, which is expected to open new frontiers in our knowledge of the race.

Extensive studies of race relations in South America and a comparative analysis of the Negro's status in both North and South America are the ambitious goals of the race experts.

While residents in Nashville Mr. Bilden is also expected to finish a long awaited book outlining his work on race mixture in Brazil during the last 13 years.

Education - 1937

Colleges - Change of heads.

Georgia

# 1200 ENROLLED IN ATLANTA COLLEGES

ATLANTA — With over 1200 students enrolled in the Atlanta University classroom work got under way on Wednesday of the past week under the combined leadership of Dr. Rufus E. Clement, the new president of Atlanta University, President Florence M. Read, of Spelman College, and Acting President Charles D. Hubert of Morehouse College. Atlanta Graduate School enrollment is 86; Morehouse 356, and Spelman (women) 334. A new library school has been opened.

Afro-American

10-2-37

Baltimore, Md.

---

Education - 1937

Colleges, - Change of heads.

Arkansas.

# NAME WHITE SCHOOL HEAD IN ARKANSAS

## Nordic Successor to T. W. Coggs at Boys' Industrial Institute

LITTLE ROCK.—(ANP) —Prof. Tandy Washington Coggs, former head of the Boys' Industrial school at Wrightsville, Ark., has been succeeded by James Bass, 55-year-old white man, a former sheriff of Mississippi county.

Call 8-13-37

Kansas City, Mo.

Prof. Coggs has been elected president of the Arkansas Baptist college by the board of trustees consisting of J. F. Clark, president; Dr. N. Nichols, Dr. J. P. Robinson, Mrs. Lula Dubisson, John L. Webb, Mrs. M. B. Jones, Mrs. I. A. Drew, the Rev. E. D. Evans, the Rev. Fred T. Guy, R. C. Caesar and the Rev. Mr. Tidwell.

**Served 13 Years**

Bass, elected last week by the board of managers, recently has been employed in the state comptroller's office as an auditor. He also has been county collector and clerk.

President Coggs is a graduate of Arkansas Baptist, Hampton institute and Arkansas State college. He served as instructor in Arkansas Baptist college, Branch normal (Arkansas State) and for the past 13 years in the Boys' industrial school as its superintendent. He has also been a member of the Trustee board of Arkansas Baptist college for a number of years.

Dr. J. B. Watson, president of Arkansas A. M. and N. college, was re-elected for the ninth time to his position by the honorary board with Governor Bailey presiding.

Education – 1937
Colleges, – Change of heads.
6 6

Georgia
6

# CLEMENT TO HEAD ATLANTA UNIVERSITY

Atlanta, Ga.
Constitution

### Dean of Louisville College Elected to Succeed Dr. John Hope.

4-25-37

Dr. Rufus E. Clement, dean of the Louisville Municipal College for Negroes, yesterday was elected unanimously to the presidency of Atlanta University, succeeding the late Dr. John Hope, who died in February of last year.

The president-elect is a native of Salisbury, N. C., 37 years old and a son of the late Bishop George C. Clement. He is a graduate of Livingston College, Salisbury, holds the degree of bachelor of divinity from Garrett Biblical Institute and master of arts and doctor of philosophy degrees from Northwestern University. The first dean of Municipal College for Negroes, he served in that capacity since 1931. Before that time he was on the faculty of Livingston College, where he was professor of history and dean.

Dr. Clement, well-known among negro educators of the south, has been president of the National Association for Teachers in Southern Schools and of the National Association of Collegiate Deans and Registrars. He is a member of the American Historical Association and the Association for the Study of Negro Life and History.

Dr. Clement will be the second president of Atlanta University since it became a graduate school in 1929, before which it was affiliated with Spelman College and Morehouse College. Enrollment this year of graduate students was 225 for the summer session and 148 for the regular term.

---

## College Dean, 37, Is Unanimous Choice of Trustee Board.

5-1-37

Baltimore, Md.

# HE GETS POST OF LATE DR. J. HOPE

### School Has 225 Graduates Enrolled.

R. E. CLEMENT

ATLANTA—Dr. Rufus E. Clement, 37, dean of the Louisville Municipal College, was unanimously elected president of Atlanta University by the board of trustees last week to succeed the late Dr. John Hope who died in February, 1936.

The president-elect is a graduate of Livingstone College, Salisbury, N.C., and holds the B.D. degree from Garrett Biblical Institute, M.A., and Ph.D. degrees from Northwestern University. He is the first dean of the Municipal College, having served in this position since 1931. Before going to Louisville, he was professor of history and government, and later dean of his alma mater, Livingstone.

**Son of a Bishop**

Dr. Clement is a native of Salisbury, N.C. He is the son of the late Bishop George C. Clement and Emma Williams Clement. He was married in December, 1920, to Miss Pearl A. Johnson. They have one daughter.

The new Atlanta head has been president of the National Association for Teachers in Colored Schools and of the National Association of Collegiate Deans and Registrars. He is a member of the American Historical Association and the Association for the Study of Negro Life and History.

Dr. Clement will be the second president of Atlanta University since it was re-organized in 1929 as a graduate school, and affiliated with Spelman College for women and Morehouse College for men. At the time of the affiliation, Dr. Hope, then president of Morehouse, was chosen president of the new Atlanta University.

**225 Graduates Enrolled**

Under Dr. Hope's administration the endowment of the university was increased ten-fold, and more than a million dollars expended on new buildings and equipment. Enrollment in the graduate school was fifteen in 1930-31. This year, the enrollment of graduate students was 225 in the summer session and 148 during the regular session.

---

# Rufus Clement Is Chosen Head of Atlanta U.

Afro-American

Education - 1937
Colleges, - Change of heads.

Kansas.

# DEAN PICKENS YET REFUSES SCHOOL POST

~~Amsterdam~~ News

## Altho Elected Prexy of Western, He Won't Accept

7-10-37

DETROIT, July 7 (ANP). — Although Dean William Pickens was elected last week to the presidency and superintendency of Western University, at Quindaro, Kans., he will not accept.

New York, N.Y.

The message notifying the orator and publicist of his unanimous selection by both the Kansas state authorities and the bishops of the A. M. E. Church, both groups having control of the school, reached Mr. Pickens during the annual N. A. A. C. P. cnference in session here.

The dean felt, however, that while his work in the field of education has been as notable as his more recent endeavors in behalf of racial rights, he feels that his duty to the cause to which the N. A. A. C. P. is dedicated is the more important for him at this time.

In his letter to Dorsey Greene of Kansas City, chairman of Western's trustee board, Dean Pickens wrote:

For reasons stated in previous communications. and especially because of my present pressing opportunity for service in a line which I have followed for the past eighteen years, I feel that I must decline this honor and opportunity, though with some reluctance.

"It is the opinion of some that others who might do the work at Western as well, if not better than I could do it, may not be ready to do the work which I am now doing quite as well as my experience with it has prepared me to do it.

"With all my heart I thank you and the board for this persistent show of confidence in me, and although I must decline this offer, I stand ready to do anything within my power to help Western University. I know you will get a good man. for a big job."

---

# E. E. Dawson Elected Head of Western U.

## Succeeds Bishop Vernon As Superintendent of State Side of University

The Call
Kansas City, Mo.
7-16-37

TOPEKA.—E. E. Dawson, principal of the high school department of the Arkansas A. and M. college at Pine Bluff, was named superintendent of the state industrial department of Western university, Quindaro, Kas., Friday, July 9. If he accepts, he will succeed Bishop William T. Vernon.

He was selected at a joint session of the state board of administration and the board of trustees of the school.

William Pickens of New York, to whom the superintendency had been offered, sent a letter declining to serve, stating that he felt he could be of more valuable service to his race in his present position of field secretary of the N. A. A. C. P.

Dawson, a native Kansan, received his bachelor of science degree in social science from the Kansas State college at Manhattan in 1926. He received the M. A. degree from the Iowa State college in 1931.

For 10 years, he has been a member of the faculty of the Arkansas State college.

Dawson was scheduled to meet with the state board of administration and the board of trustees on Thursday, July 15.

Dorsey Green, Kansas City, Kas., attorney, resigned as chairman of the board of trustees.

---

# EARL DAWSON BEGINS WORK AT QUINDARO

## Native Kansan Returns After 11 Years at Arkansas College

Earl E. Dawson, newly elected superintendent of the state industrial department at Western university, arrived in Quindaro, Kas. Sunday, August 1 to begin his new duties.

Call

He came from Pine Bluff, Ark., where he had served as a member of the faculty for 11 years.

Mr. Dawson succeeds Bishop William T. Vernon, superintendent of the state industrial department for five years, who was ousted in June.

The new superintendent met with the board of trustees Monday, August 2.

8-6-37

PINE BLUFF, Ark.—(Special)—Earl E. Dawson, formerly registrar and cashier at Arkansas state college, and recently-elected president of Western university. Quindaro, Kas., was honored by faculty and the summer school student-teachers at the regular chapel exercises, Wednesday, July 28, when a special farewell program was rendered in response to the 11 years of service given the Arkansas institution.

Prof. William Townsend, assistant director of the summer school, and Dean John W. Parker lauded the excellent record made by Prof. Dawson as a basis of his selection to so responsible a post, and on behalf of the students and facuty wished him every success in his new undertaking.

Kansas City, Mo.

Miss Sadie Thomasson read a letter expressing the best wishes of the class in Negro history taught by Mr. Dawson. Vocal solos were sung by Mrs. Jennie B. Wright and Robert H. Jacques, and at the conclusion of the exercises the summer school student-teachers and faculty presented to the outgoing registrar an all-leather brief case as a token of good will.

The program was sponsored by the county organization of which L. W. Johnson of Rosston, Ark., is president. Mr. Dawson left for his new work Friday, July 30.

Since the announcement of his resignation to accept the Kansas work, various courtesies have come from the civic, social and religious organizations of Pine Bluff, of which Mr. and Mrs. Dawson have made themselves a definite part.

### Faculty Pays Tribute

The following is a tribute coming from the Arkansas State college faculty, "We, your associates for the past 11 years, wish to congratulate you upon your succession to the presidency of Western university. It is a distinct honor to be called to such a position of trust and responsibility, and we feel certain that you will do well. You have our very best wishes for a long and successful tenure as president of Western university."

At a social gathering given in honor of Mr. Dawson, Dr. J. B. Watson, president of Arkansas State college, said, "While I regret the loss of Mr. Dawson as a member of our faculty, I am glad to see him, as a young man, called to more responsible duties."

Prof. Dawson is native son of Kansas and his call to come and work with and for the people of his own state, runs counter with the dictim that a "prophet has no honor in his own country."

Coming from Kansas to Arkansas State college 11 years ago, Mr. Dawson has worked under two college heads. For four years he headed the department of history and in 1931 he was made registrar and cashier, devoting less time to the teaching of histroy.

He holds the B. S. degree from Kansas State college, and in 1931 was awarded the M. A. degree at Iowa State university, where he worked for one year on a General Education board scholarship.

In Kansas he will take charge of Western university, an old, well-established college controlled jointly by the Methodists and by the state.

Education - 1937

Colleges — Change of heads.

Kansas.

---

# WILLIAM H. JORDAN NEW K.V.S. HEAD

Call

## Teacher Succeeds Clement Richardson at Topeka School

4-30-37

TOPEKA, Kas.—William H. Jordan, teacher at the Kansas Vocational school for four years, was named principal of the school to succeed Clement Richardson by the state board of administration Saturday, April 24.

Kansas City

Mr. Jordan's appointment will become effective on June 1, Mr. Richardson continuing as head of the school until the end of the school year.

The ousting of Mr. Richardson first announced Saturday, April 17, was attended by a mild student uprising the following day.

Mr. Richardson, principal of the school for 10 years, was notified of his dismissal by mail on Saturday, April 17, and was informed that he was to leave office by Tuesday, April 20. Students staged a protest strike, demanding that Mr. Richardson be allowed to continue as head of the school at least until commencement on May 23.

**Class Presidents Appeal**

Class presidents of the school issued a public plea for Mr. Richardson's retention in the interest of "education generally and Negro education in particular."

The appeal of the four class presidents stated: "We are appealing to the taxpayers of Kansas to personally and through representatives and senators petition the governor of Kansas that Dr. Richardson be retained at least until the close of school.

No reason for his dismissal was contained in the letter announcing his discharge, Mr. Richardson said.

The new principal, Mr. Jordan, is the first native Kansan ever to head the local school. He was born 33 years ago in Salina and was reared there.

He was graduated from the Kansas Wesleyan university in 1924 with a bachelor of science degree and has taken graduate work at Langston university, Langston, Okla., at the University of Kansas and at the Kansas State college at Manhattan.

**Taught in Oklahoma**

Mr. Jordan has had nine years of teaching experience. Before joining the K. V. S. faculty, he taught two years at Butler college in Tyler, Texas; one year at Anadarka high school in Anadarka, Okla., and two years at the L'Ouverture high school in McAlester, Okla.

He is married and has a son, William Jordan Jr. Both the new principal and his wife, Mrs. Beatrice Jordan, are active members of the Shiloh Baptist church.

Mr. Richardson became principal of K. V. S. in August, 1927, after serving as president of Western Baptist college in Kansas City, Mo., for five years.

He was president of Lincoln university in Jefferson City from 1918 to 1922 and prior to that taught 10 years in the English department at Tuskegee institute.

Mr. Richardson holds the A. B. degree from Harvard university and the M. A. degree from the University of Kansas.

---

# JORDAN ELEVATED TO PRESIDENCY AT WESTERN "UNIV."

Courier 6-19-37

Pittsburgh, Pa.

QUINDARO, Kans., June 17—(ANP)—Western University trustees in session last week, June 9, elected unanimously Dean Frederick D. Jordan, president of this the most important A. M. E. Institution in the West. The meeting which was presided over by Bishop Noah W. Williams of the Fifth Episcopal District was enthusiastic over the accomplishments of the school during the past year. After the reading of his annual report by Dean Jordan, Rev. C. A. Williams, pastor of Ward Chapel, Kansas City, Mo., who was chairman of the Committee on Faculty, and the school employees moved that Dean Jordan be elected president, amid a chorus of hearty cheers the motion was carried.

---

# Pickens Heads Wes. U.

The Call

Kansas City

7-2-37

Bishop William Tecumseh Vernon, superintendent of the state industrial department of Western university, was ousted Wednesday morning, June 30, by the board of trustees which held a session in the library on the campus of the Quindaro school.

William Pickens of New York, field secretary of the N. A. A. C. P. for many years and former dean at Morgan college, was named as Bishop's successor, according to Dorsey Green, Kansas City, Kas. attorney, who is chairman of the board. The faculty members for 1937-38 were to be selected at the Wednesday afternoon session.

Bishop Vernon, venerable A. M. E. prelate who has been twice president of Western university, took his dismissal calmly. "I have known for some time that they would put me out," he said. Politics caused his dismissal, the bishop said.

**Vernon Calm**

Bishop Vernon, former register of the treasury of the United States, first was president of Western university from 1896 to 1906. He was again appointed to the superintendency of the state department in 1932.

**Rev. Bryant on Board**

The state board of trustees is composed of seven men, four representatives of the state and three of the church. Bishop Noah W. Williams, who formerly served on the board by virtue of his position as presiding officer of the fifth Episcopal district of the A. M. E. church, appointed the Rev. Pearl L. Bryant, pastor of the Trinity A. M. E. church of Kansas City, Kas., to serve in his stead.

Other church representatives on the board are the Rev. Carl F. Flipper, pastor of the Ebenezer A. M. E. church and Dean Frederick D. Jordan of the school of religion of Western university.

The four state members of the board are Dorsey Green, chairman; Dr. G. T. Bronson of Wichita, Attorney M. B. L. Cox of Coffeyville, aand Dr. D. L. Stewart of Atchison.

---

# PICKENS DECLINES PRESIDENCY OFFER OF WESTERN UNIV.

### Feels Work In N. A. A. C. P. of Vital Service, According To His Statement

7-9-37

DETROIT, Mich.—(ANP)—Although Dean Wm. Pickens was elected last week to the presidency and superintendency of Western university, at Quindaro, Kansas, he will not accept. The message notifying the orator and publicist of his unanimous selection by both the Kansas state authorities and the bishops of the A. M. E. Church, both groups having control of the school, reached Pickens during the Annual N. A. A. C. P. Conference which was in session here. The dean felt however, his friends say, that while his work in the field of education has been as notable as his more recent endeavors in behalf of racial rights, he feels that his duty to the cause to which the N. A. A. C. P. is dedicated is the more important for him at this time.

In his letter to Dorsey Greene of Kansas City, chairman of Western's trustee board Dean Pickens wrote:

"Both of your telegrams have been received and I am thoroughly sensible of the great honor which the Board of Trustees of Western University have done me in offering this position on the unanimous choice. For the first sixteen years of my life, following college, I did the work of education and had delightful success in it. I, therefore, do not under estimate the worthiness of the task you offer me.

"But for reasons stated in previous communications and espe-

7-7-37

St. Louis [illegible]

cially because of my present pressing opportunity for service in a line which I have followed for the past 18 years, I feel that I must decline this honor and opportunity, tho with some reluctance.

"We are just now concluding the 28th Annual Conference of the N. A. A. C. P. in Detroit. I have been a part of most of those conferences in the last 28 years, even when I was an educator in the colleges. I find at this conference that the rank and file of the people with and whom I have worked for these years are not only willing, but heartily wish that I should continue the work that I am doing — believing that we have builded a basis for my rendering a service to our people white and colored, in this way which is at least equal to any service I might render through the fine opportunity offered by you. It is the opinion of some that others who might do the work at Western as well, if not better than I could do it, may not be ready to do the work which I am now doing quite as well as my experience with it has prepared me to do it.

Education - 1937
Colleges, Change of heads.

Kentucky

## RECOMMENDS SUCCESSOR

### Negro Industrial School Founder Names Presidential Preference

3-20-37

PADUCAH, Ky., March 19.—D. H. Anderson, president of West Kentucky Industrial College (negro), of Paducah, since he founded the school in 1909, said today that he recommended the appointment of H. C. Russell of Frankfort, as his successor.

Russell was named by the state board of education at a meeting yesterday at Frankfort, which was attended by Anderson. The latter announced he had suggested the move when he returned here today.

He added the state board plans to make him president emeritus of the school, to serve in an advisory capacity and as contact man for the institution.

---

# H. C RUSSELL ELECTED HEAD OF COLLEGE

Call
3-26-37
Kansas City

### Named President of West Kentucky Industrial School at Paducah

FRANKFORT, Ky.—Harvey Clarence Russell, dean and registrar of the Kentucky State Industrial college, was elected president of the West Kentucky Industrial college at Paducah by the state board of education in meeting here this week. Dean Russell is to take over his work July 1.

At the same meeting the state board of education elected, on recommendation of the new president, Dr. E. M. Norris as dean of the Paducah institution, and D. H. Anderson, the present president, president emeritus.

Dr. Norris is at present teacher-trainer in agriculture and director at K. S. I. C.

Dean Russell is a graduate of the old Kentucky Normal and Industrial institute, Simmons university and has a master's degree in education from the University of Cincinnati. He wrote his master's thesis on secondary education for Negroes in Kentucky.

He has served as professor of education, and dean and registrar successfully at Kentucky State for the past six years. He is married and has six children.

Dr. Norris is a graduate of Tuskegee. Prairie View and holds his master's degree and doctorate from Cornell university. He wrote his master's thesis and his doctor's dissertation in the field of vocational education for Negroes in Kentucky. He is married and has two children.

The West Kentucky Industrial college is a junior college originally founded as a private institution by Dr. D. H. Anderson. The state took over the institution in 1918. Dr. Anderson has served as its only president and he expressed satisfaction with the new arrangements made by the state board of education.

---

# KENTUCKY COLLEGE ELECTS PRESIDENT

Amsterdam News
5-1-37

FRANKFORT, Ky., April 28 (ANP)—Harvey Clarence Russell, dean and registrar of the Kentucky State Industrial College, Paducah, has been elected president by the State Board of Education. Dean Russell is to take over his work July 1. At the same meeting, the state board elected, on recommendation of the new president, Dr. E. M. Norris as dean and D. H. Anderson, the present president, President Emeritus. Dr. Norris is at present teacher-trainer in agriculture and director at K. S. I. C.

Dean Russell is a graduate of the old Kentucky Normal and Industrial institute, Simmons University and has a master's degree in education from the University of Cincinnati. Dr. Norris is a graduate of Tuskegee, Prairie View, and holds his master's degree and doctorate from Cornell University.

The West Kentucky Industrial College is a junior college originally founded as a private institution by Dr. D. H. Anderson. The state took over the institution in 1918.

---

# W. Va. State Dean Is Chosen Successor To Clement At Louisville

Atlanta World
7-24-37

INSTITUTE, W. Va.—(SNS)—David A. Lane, Jr., for fifteen years Dean of West Virginia State College, has been appointed to the deanship of the Louisville Municipal College, of Louisville, Kentucky, it was announced here today by administration authorities. Dean Lane has accepted the appointment and will assume his new position at the Kentucky institution on or about September 1, 1937, succeeding Dr. Rufus E. Clement, who was recently named President of Atlanta University.

A graduate of Bowdoin College with Phi Beta Kappa honors, Dean Lane received the degree of Master of Arts from Harvard University and has done two years of graduate work in the field of college administration at the University of Chicago. He was a member of the West Virginia State College faculty for two years before assuming the position of Dean, and during his fifteen years in that office the college has progressed rapidly, being the first Negro college to be admitted to the North Central Association of Colleges.

Early in June, before negotiations were begun between the Louisville authorities and Dean Lane, the faculty and co-workers at West Virginia State College presented to him a token of appreciation and esteem for his untiring service in helping to build the college's academic prestige. President John W. Davis, is acknowledging the resignation of Mr. Lane said, "This college loses one of its strongest men to the Louisville University system."

# W. Va. State College Dean Goes To Louisville Municipal College

Courier

Pittsburgh, Pa.

## David A. Lane, Jr., Appointed To Succeed Dr. Rufus E. Clement — To Assume New Duties September 1.

7-31-37

INSTITUTE, W. Va., July 29—David A. Lane, Jr., for 15 years Dean of West Virginia State College, has been appointed to the deanship of the Louisville Municipal College of Louisville, Ky., it was announced here last week by administration authorities. Dean Lane has accepted the appointment and will assume his new position at the Kentucky institution on or about September 1, 1937, succeeding Dr. Rufus E. Clement, who was recently named president of Atlanta University.

A graduate of Bowdoin College with Phi Beta Kappa honors, Dean Lane received the degree of Master of Arts from Harvard University and has done two years of graduate work in the field of college administration at the University of Chicago. He was a member of the West Virginia State College faculty for two years before assuming the position of Dean, and during his 15 years as dean the college has progressed rapidly, being the first Negro college to be admitted to the North Central Association of Colleges.

Early in June, before negotiations were begun between the Louisville authorities and Dean Lane, the faculty and co-workers at West Virginia State College presented to him a token of appreciation and esteem for his untiring service in helping to build the college's academic prestige. President John W. Davis, in acknowledging the resignation of Mr. Lane said, "This college loses one of its strongest men to the Louisville University system."

7-31-37

Education - 1937
Colleges - Change of heads.
6 6

Maryland

# Dean Holmes is Considering Morgan Post

Washington Tribune 7-3-37
Washington D.C.

## H. U. Education Head Is Giving Proposition "Most Prayerful Thought"

Dr. Dwight O. W. Holmes, dean of the college of education, Howard University, is giving his "prayerful consideration" to the offer to become president of Morgan College in Baltimore.

When seen on the Howard campus this week, Dean Holmes said the trustee board of Morgan had tendered him the position, but he has not accepted or refused.

If he accepts the position, he will not be a stranger in the city of Baltimore, as he taught there in the Douglass High School. He also taught at Miner Teachers' College. Morgan is seeking a president to succeed Dr. John O. Spencer, who resigned. The position pays a salary of $6,500 and a cottage.

Dean Holmes is considered one of the country's leaing educators, and earned his doctorate at Columbia University.

---

# Holmes Will Accept Morgan College Job

Afro-American
Baltimore Md.
7-3-1937

**BALTIMORE – Indication that Dr. Dwight O. W. Holmes will accept the presidency of Morgan College was strengthened this week when the Howard dean visited the institution and made an inspection of grounds and buildings.**

Dr. Holmes

Dr. Holmes, who was selected at a recent meeting of the board of trustees to succeed Dr. John O. Spencer, spent some time on the campus Friday, and, among other things, looked over the cottage formerly occupied by former Dean John W. Haywood, which is expected to be converted into the president's house.

### Plan Alterations

Some alterations, it is expected will be made in the building by September 1, at which time the new president is expected to move in and assume his new office.

Although no official announcement has been made of either the appointment or acceptance, it is believed that Dr. Holmes will make one at an early date.

A general wave of approval was voiced throughout the city and State following the first public announcement that the Morgan College trustee board had selected the Howard dean to head the institution.

Dr. Spencer, who will continue his connections with the college as president emeritus, will hold forth until the new president takes over control.

---

# Gets $6,500 Yearly; Free Residence

## H.U. Professor Formerly Taught in Douglass High in Baltimore

Washington Tribune
7-17-37

Dr. Dwight O. W. Holmes, dean of the Graduate School of Howard University, today notified the trustees of Morgan College, Baltimore, of his acceptance of the presidency of that institution to which he was unanimously elected on June 22.

The new president, who holds the A.B. degree from Howard and the A.M. and Ph.D. from Columbia, came to Howard in 1919 after 15 years of service as teacher and officer in the Douglass High School, of Baltimore, and two years in the Miner Normal School of this city. He was appointed dean of the College of Education at Howard in 1920, and was placed in charge of the newly-created graduate school in 1934.

Dr. Holmes is a member of the boards of the Family Service Association and the Northwest Settlement House of Washington, D.C. He is also a member of numerous educational associations and commissions, including the American Association of School Administrators, the National Society of College Teachers of Education, the National Commission on Character Education, the National Consultation Committee on Religion in the Colleges, the Association of Colleges and Secondary Schools for Negroes, the Division of Cooperation in Education and Race Relations of the State Department of Education of North Carolina, the University of North Carolina and Duke University.

Dean Holmes will receive a salary of $6,500 yearly and a cottage.

---

# *Heads Morgan*

Defender
7-24-37
Chicago

**DR. DWIGHT O. W. HOLMES**
Dean of the graduate school of Howard university, who last week notified the trustees of Morgan college, Baltimore, of his acceptance of the presidency of that institution to which he was unanimously elected on June 22.

Education – 1937

Mississippi.

Colleges, – Change of heads.

## Birthday Greetings

Christian Recorder

11-18-37

Philadelphia, Pa.

President R. A. Scott
Campbell College
Jackson, Miss.

---

Education – 1937

Maryland.

Colleges. – Change of heads.

### INAUGURATE NEW MORGAN PRESIDENT NOV. 19

BALTIMORE—(ANP)—Inauguration of Dwight Oliver Wendell Holmes as the sixth president of Morgan college will take place Friday evening, November 19, in the Douglass high school auditorium, it was announced last week.

11-13-37

U. S. Circuit Judge Morris A. Soper, vice-chairman of the trustee board, will preside. Speakers include Dr. Isaiah Bowman, president of Johns Hopkins university, Dr. H. C. Byrd, University of Maryland, president and Dr. John O. Spencer, Morgan's president-emeritus.

Education - 1937
Colleges, — Change of heads.

Missouri.

# Wrong Time to Change

Call
6-18-37
Kansas City, Mo.

**AN EDITORIAL**

FOR Lincoln university to have its president changed at this time when as an educational institution it is better than it has ever been, is to invite a return of the reputation Lincoln university used to have of being only a political football.

We make no claim to knowing the facts about the management as the curators do. But this we do know: the rise of the school educationally is definite and considerable. A change of president, to be justified, must not lose that gain.

The Call will not attempt to set up its opinion of President Florence as the standard by which the curators shall value him. But we dare to insist that they shall not put upon him the estimate of the politicians who have been working against him. These care nothing about his qualifications as an educator. They denounce him for attempting to get the legislature to pass laws affecting Lincoln. Even if they are right and he is wrong, the presidency of a school is an administrative job. They must prove him an incompetent administrator and then produce a better one! That's the rub!

Charles W. Florence did Missouri a service when he came into this state and took Lincoln with its reputation for squabbling and graft, and made it respected within the state and outside of it. With so much to be done, and such tools as he had to work with, he must have made mistakes. But in fairness the curators must weigh his accomplishments also. They must not, they dare not, dismiss any man because politicians with easily understood motives object to him.

Some of these objecting politicians need only to be named to create for Charles W. Florence a good name because of the enemies he has. His more honest opponents make a mistake when they let differences of opinion cause them to want him removed. It takes spunk and plenty of it to stand between this school and the individuals who have been in the habit of raiding its funds. It takes a sincere devotion to education to offer a plan for putting Lincoln's management on the same standard as the University of Missouri.

Governor Stark is a busy executive. But at that, because Lincoln is his administration's most intimate and important contact with Negro citizens, he should look for himself into the situation and not have Lincoln's definite worth as a school jeopardized for inadequate reasons. So far as Negroes are concerned, if a change made fails to produce equal or better results, his administration has failed.

---

# DR. FLORENCE REPORTED OUT AT LINCOLN U.

Call
6-18-37

## Dean McMorries Also Hit By Curator's Action Is Rumor

Kansas City

JEFFERSON CITY, Mo. — Charles W. Florence, president of Lincoln university, is reported to have been dismissed by the board of curators at a meeting held here last week.

6-18-37

No confirmation of the report could be obtained at press time. Lloyd W. King, superintendent of public instruction, was out of the city and his secretary referred the Call to Joseph L. McLemore, newly elected president of the board and first Negro to hold that position.

Mr. McLemore, an attorney in St. Louis and a Democratic politician, had no statement to make.

It is also reliably reported that Dr. Florence will be given a year's salary in full, $4,200, and granted a leave of absence to study for a year. The report is that at the termination of this year of absence Dr. Florence will be given an opportunity to apply for a position as president of the school again.

Those on the inside are positive that a man who is a graduate from one of the Big Ten schools, one who has his doctor of philosophy degree in education and is well qualified in school administration has applied for the position which will be vacated by Dr. Florence.

**Florence Not Notified**

President Florence refused to make any statement other than that he had not been notified "offiicially of any change." He would make no statement.

It has been known for sometime that the politicians want to get hold of the state school for jobs. At the University of Missouri, the president and faculty operate an educational institution for the benefit of the white youth of the state.

Lincoln university, a state institution for the Negro youth, has not been operated along the same lines as has the University of Missouri.

Missouri Negroes are alarmed over the reported move. The fact that an educational institution supported by the taxpayers of the state must have at its head someone who is to be "favored politically" by members of the board is going to prove disastrous. Negroes will send their children to institutions outside of the state rather than have them subjected to such switching of presidents by politicians, said a father who is debating whether to send his two sons to Lincoln university this fall.

Call
6-18-37
Kansas City, Mo.

**McMorries Reported Ousted**

Reports also filter about the summer school, now in session, that Dean McMorries also is ousted. Also, those who seem to be in the know, are confident that a member of the faculty, whom President Florence sought to remove on the grounds of inefficiency, has been busy working against the interests of President Florence.

The public wants to know if President Florence has been dismissed or given an alternative of resigning?

Who the new president is and what qualifications he has of becoming president of Lincoln university?

What facts were presented which caused the board to act?

Why such attempted secrecy?

It is understood that the board will reconvene again Friday, June 18.

---

# RICHARDSON NAMED HEAD OF SEMINARY

◆

## Western Baptists Elect Former President of K. V. S.

◆

Clement Richardson, former president of Kansas Vocational School at Topeka, was elected president of the Western Seminary, 2119 Tracy avenue, at a meeting of the Western Educational association Wednesday, July 28, at the seminary chapel.

Call

The position is not new to Mr. Richardson as he served as head of the local Baptist school then called Western college, for five years before going to Topeka in 1927.

8-6-37

The educator could not be reached for a statement as he is in St. Paul as guest speaker at the Minnesota Baptist conference which ended Sunday.

**Long Record as Educator**

Mr. Richardson has a long record as an educator. He taught English at Tuskegee institute for 10 years, was president of Lincoln university, Jefferson City, from 1918 to 1922 and headed Western college here from 1922 to 1927.

Kansas City, Mo.

He was named president of K. V. S. in August, 1927, and served until the end of the 1936-37 school term when he was succeeded by William H. Jordan.

Mr. Richardson holds the A. B. degree from Harvard university and the M. A. degree from the University of Kansas.

He lives at 2300 Tracy avenue.

The Western Educational association will meet September 1.

**Rev. Holmes Presides**

The Rev. D. A. Holmes, president of the educational asssociation presided at the sessions which began Tuesday.

Among those attending were: the Rev. L. W. Harris, St. Paul; the Rev. J. F. Bracy, St. Louis; the Rev. J. L. Cochran, St. Louis; Mrs. Estella Diggs, Jefferson City; Mrs. Mary Mason, Fulton; Mrs. Anna Smith, Jefferson City; the Rev. M. D. Johnson, Boonville; Mrs. S. M. Arthur, Cape Giradeau; Mrs. Ella Mae Caston, St. Louis.

The Reverends C. S. Stamps, J. W. L. Underwood, C. L. Versa, John Goins, R. J. Jordan and Attorney Carl Johnson and Forest Smith, executive secretary of the Paseo Y. M. C. A.

The association will meet again September 1.

Education-1937

Colleges,- Change of heads.

Missouri.

Argus

7-9-37

St. Louis, Mo.

### LINCOLN UNIVERSITY CURATOR RESIGNS

According to press reports, Dr. J. D. Elliff, who has been a member of the Board of Curators at Lincoln University ever since 1929, has resigned from that board, giving as his reason "too much politics." His letter to Governor Stark may be regarded as quite illuminating on the subject of how the business of the Board is now being manipulated. It brings out some of the facts, hitherto not generally known.

In his charge that there is too much politics in the Board, we agree with him. This condition is to be deplored by the citizens of the state, whose children are to be educated at this institution. In a school like Lincoln University, when politics enters the front door, the purpose of the school must abdicate through the back door. They just don't work together. This has been tried on a thousand hills, but failure has been written in the wake. Murder and death have followed in the wake of political rule at Lincoln University. Surely, the people of the state are not willing to have this sort of thing reoccur at this time.

In Mr. Elliff's letter, he stated that because Mr. Florence supported a bill in the Legislature to make the Board of Curators a non-partisan body, he became persona non gratis with those Board members who ousted him. But the public would like to know, what was wrong in giving Lincoln a non-partisan Board so as to lessen the influence of politics in its operation. We are informed that the Board of Curators of the University of Missouri is a non-partisan board and that the Boards of Curators of the other five teachers' colleges of Missouri are non-partisan, then why not Lincoln? The citizens of the state should like to see Lincoln University operated under a non-partisan board, just as these other schools are, but the politicians say NO. They want the highest Negro Educational institution of the state under the political thumb. And again we ask, what is wrong with a non-partisan board for Lincoln?

Of course, the direct charge made by Mr. Elliff, that Attorney Joseph L. McLemore, of St. Louis, is responsible for the defeat of a bill to put Lincoln's board in a non-partisan class, may or may not be wholly true. We think that Mr. McLemore would not like to be daubed with the odium of the defeat of a bill which meant so much for the advancement of Lincoln University.

We make this comment as a protest against high handed political maneuvering of the very life of the colored people of the state. The man or set of men who maneuver to advance their personal interest at the expense of the youth, deserve the most rash condemnation of the public. Lincoln University has already suffered too long, and the Negro citizens of Missouri have paid too dear because of the political finger that has ruled or sought the patronage at that school.

Education-1937

Colleges,—Change of heads.

Missouri.

# WHITE LINCOLN U. CURATOR RESIGNS; BLAMES POLITICS

JEFFERSON CITY, Mo.—The return of partisan politics in the administration of Lincoln university was given by Dr. J. D. Elliff, for many years chairman of the school's board of curators, as his reason for resigning from the board last week.

Call

Dr. Elliff, professor at the University of Missouri, is one of the oldest Lincoln university curators, having served under three governors.

7-9-37

In a comprehensive statement to Governor Lloyd C. Stark, Dr. Elliff deplores the fact that Lincoln university was given a one-party board of curators when the law changing it from an institute to a university was passed in 1921.

This is the only respect, he said, in which the administration of Lincoln university differs from that of the University of Missouri.

Kansas City Mo.

**School in Party Spoils**

"To affirm that a tax supported university should always be administrated by one party board is untenable," he says. "Almost invariably it means that the school should be considered as party spoils. If you have the least doubt about the correctness of this statement read and investigate the records under the administration of Governor Baker."

7-9-37

Dr. Elliff points out that the major reason for the dismissal of President Charles W. Florence from Lincoln university was his work for the passage of a bill creating a non-partisan board for Lincoln university.

Another reason, he said, was President Florence's refusal to recommend persons who are unqualified for positions in the university.

**King Is Partisan**

Dr. Elliff charges Lloyd W. King, state superintendent of of schools with partisanship in ordering the appointment of W. G. Moseley, his campaign manager among Negroes in the last election, to the position of field extensio secretary of the university payin $200 a month.

Dr. Elliff says further that during the Caulfield administration the school was taken out of politics and under President Charle W. Florence had its greatest period of growth and developmen as an educational institution.

He indicates that in succeeding administrations, partisan politics has returned.

Dr. Elliff cites irregularities in the proceedings at the annual meeting of the curators.

The complete statement of Dr. Elliff:

Columbia, Mo.
June 29, 1937

"Hon. Lloyd C. Stark, Governor
Executive Office,
Jefferson City, Mo.
Dear Governor Stark:

"By the time this reaches you, you will have received my resignation as a member of the board of curators of Lincoln university. I have wished very much to discuss the whole business with you with a view to correcting the existing situation as quietly as possible, thus avoiding unnecessary publicity.

"Yesterday, a reporter for the Associated Press called me and read an account of President Florence's dismissal. I refused to comment. However, the matter has gone too far now to avoid publicity. I must answer my friends' letters, must justify my resignation. I cannot believe that you have been fully or accurately informed concerning this situation or that you have been wisely advised.

"For this reason and in order that you may more fully understand the situation, I wish to give you some account of the causes and events leading up to my resignation. If this communication seems unnecessarily comprehensive, it is only because I wish you to understand precisely why I do not care to remain on the board.

"Lincoln university, as a possible university, had its beginning in 1921. In that year the general assembly passed on act entitled 'Article 19.' (See Revised Statutes of Missouri, 1929, Vol. II, p. 2652.) The first six sections of this article are as follows:

*Sec. 9616. Lincoln institute changed to Lincoln university. The name of the Lincoln institute is hereby changed to Lincoln university. (Laws 1921, p. 86)*

*Sec. 9617. Control of Lincoln university vested in board of curators.—The control of the Lincoln university shall be vested in a board of curators to be constituted as follows: The state superintendent of instruction, ex officio, and six members at least (3) three of whom shall be Negroes. There shall be no restrictions as to residence or politics except that all appointees shall be citizens of Missouri and shall reside within the state. (Laws 1921, p. 86, Amended, 1921, 1st Ex. Sess. p. 75.)*

*Sec. 9618. Board of curators authorized to reorganize.—The board of curators of the Lincoln university shall be authorized and required to reorganize said institution so that it shall afford to the Negro people of the state opportunity for training up to the standard furnished at the state university of Missouri whenever necessary and practicable in their opinion.*

*To this end the board of curators shall be authorized to purchase necessary additional land, erect necessary additional buildings, to provide necessary additional equipment, and to locate in the county of Cole the respective units of the university where, in their opinion, the various school will most effectively promote the purposes of this article. (Laws 1921, p. 86.)*

*Sec. 9619. Tenure of office of members of board of curators.—As soon as possible after the passage of this article, the governor shall by and with the advice and consent of the senate appoint three members of the board of curators to hold office until January 1, 1923; three to hold office until January 1, 1925, and their successors shall be appointed for terms of four years.*

*Within 30 days after the members of the board of curators shall have been appointed and qualified, the governor shall call a meeting for the purpose of organizing, at Jefferson City, at such place as he may designate. (Laws 1921, p. 86. Amended, 1921, 1st Ex. Sess. p. 75, 2a.)*

Call

*Sec. 9620. All responsibilities shall pass to board of curators.—With the organization of the board of curators the board of regents of the Lincoln institute shall terminate and all their responsibilities and privileges, under the several statutes relating to the Lincoln institute shall pass immediately to the board of curators. (Laws 1921, p. 86.)*

*Sec. 9621. Board to organize and have same powers as curators of state university of Missouri.—It is hereby provided that the board of curators of the state university of Missouri and it is further provided that the powers, authority, responsibilities, privileges, immunities, liabilities and compensation of the board of curators of the Lincoln university shall be the same as those prescribed by the statute for the board of curators of the state university of Missouri, except as stated in this article. (Laws 1921, p. 86.)*

7-9-37

Kansas City Mo.

"You will observe that in all respects, save one, Lincoln university is placed upon the same legal basis as the state university at Columbia. The one difference is in the board of curators. (See Sec. 9617 and Sec. 9627, Article 2, p. 2654.) Lincoln university was given a one party board. Why? The only possible answer is partisan politics. This law was enacted by a Republican administration and neither party has since had the fairness to correct it.

"To affirm that a tax supported university should always be administered by one party board is untenable. Almost invariably it means that the school be considered as party spoils. This, as the record will show, has been the case at Lincoln university. If you have the least doubt about the correctness of this statement, read and investigate the records under the administration of Governor Baker.

"From the passage of the law in 1921-1931 but little progress was made in the development of the university. No serious effort was made to comply with the mandate of section 9618. During Governor Caulfield's administration the governor and the state superintendent of schools became actively interested in the institution and made a successful effort to free it from partisan politics and to carry out the mandate of the law.

"It was at this time that I became a member of the board, Supt. Charles A. Lee and I being Democrats, the other members Republicans, but all of them able men who were in full sympathy with the governor's purpose to build up the school.

"Among these men were Hon. Charles Nagle; Judge Edwards of St. Louis; J. B. Coleman of Columbia; and Dr. J. E. Perry of Kansas City. The first problem confronting this board was to find a trained, scholarly man for the presidency.

"After a careful canvass of the available men, we selected Prof. Charles W. Florence, who was at that time a graduate student in Harvard university and had completed all course work required for the Ph. D. degree. At this point begins the period of growth and development which has continued to the present.

"Under the leadership of President Florence we made a careful survey of the situation and set up a definite objective—namely, to make Lincoln university a fully accredited four-year college with the approved departments of education and home economics. All educators agree that a standard college of arts and science is the heart of any university. At this time Lincoln university was an unaccredited second class normal school. Its graduates could not qualify to teach in our best Missouri high schools and these schools were importing their teachers from other states. We were below college standards in building, in equipment, in the curriculum, in the faculty and in number of students.

"Having definitely formulated our plans, we submitted them to the general assembly and were given sufficient money to make a beginning. President Florence promised the general assembly, if given the appropriation requested, to place the school on the North Central association list of standard colleges within three years. This promise was kept and the school was accredited as a standard four-year college in 1934.

"For two years this plan had the solid support of the board. Since that time, what has been accomplished has been accomplished in spite of the opposition of from one to three members of the board.

"I was very much disappointed at the attitude of Superintendent King. At the very first meeting of the board after his election, he moved that Mr. Mosley be elected to a position in Lincoln university, and President Florence be instructed to make a place for him. It was pointed out that there was no vacancy in the faculty and Mr. Mosley could not qualify even as a high school teacher. It was further pointed out that it was our custom to have the Teacher's committee and the president of the university agree upon candidates for positions before presenting their names to the full board.

"However, this had no effect and Mr. Mosley was elected to a position at $200 a month for 12 months by a majority vote of the board. It should be noted that $200 a month is the same salary that we pay men with the Doctor's degree. You will readily understand how this sort of thing would affect the morale of the teaching force. In conversation with Superintendent King later he gave me an explanation of why he insisted upon Mr. Mosley's election. Perhaps he will be willing to give you the same information he gave me. Mr. Mosley is reported to have acted as Superintendent King's campaign manager during the primary election.

"At the next meeting of the

board, at which neither Superintendent King nor Dr. Thompkins were present. I pointed out the danger to the standing of the school involved in such political action and offered the following motion which was unanimously adopted:

> "With a view to safeguard the standing and promote the further growth and development of Lincoln university, I offer the following motion as representing the fixed policy of the board of curators:
>
> **A. Selection of Employes**
>
> All employes for the university shall be selected on the basis of their fitness for the position as determined by their education, training, experience, character, and personality. Before any applicant is recommended to the full board for employment, his fitness for the position shall be approved by the president of the university and the Teacher's committee. Neither party politics nor religion shall ever be a factor in determining the selection of an employe.
>
> **B. Financial**
>
> The greatest possible care will be taken in the administration of the finances of the university. No warrant will be drawn for the payment of any bill or service that is not in strict legal form for which full value received has not been rendered.
>
> **C. Internal Administration**
>
> The organization and administration of the curricula, the internal management and discipline of the university are declared to be the functions of the president and his administrative staff."

Rev. McAlister, new member of the board, supported the motion and has, up to the time of the annual meeting this year, opposed the introduction of partisan politics. He has, in open meeting, voiced his opposition to the dominating tactics and methods of Dr. Thompkins and has declared that he had refused to do his bidding or follow his leadership when not in conformity with his own best judgment.

"Suddenly at the last meeting of the board, Rev. McAllister experienced a radical change of heart and now supports and votes with Dr. Thompkins and Mr. McLemore on all matters. One can but wonder what caused such a radical change of heart. Probably the reason will appear later. Watch for it. Any college that fails to observe these fundamental principles of college administration cannot hope to retain first class standing or to hold the confidence and respect of its constituents.

"Standards A and C above have been violated frequently. This is a matter of record. Standard B, the financial standard, so far as I know, up to the present time, has been violated but once. When Dr. Thompkins first came on the board he put in an expense account including transportation from Washington, D. C. Two of these bills were authorized, warrants drawn and paid, without my knowledge. The subsequent bills were held up. I discussed the matter with the state auditor and with Governor Park. The governor said the bills were illegal and advised me not to pay them. Being threatened with mandamus suit, the matter was referred to the attorney general, who ruled that it was illegal expenditure of public funds.

"A copy of this decision may be obtained for the university or perhaps from the attorney general. The doctor has never refunded the $234 to which he is not legally entitled. He is now a member of the executive commitee and can O. K. his own bills.

"Section 9617, above, states clearly that a curator must reside within the state. Dr. Thompkins has lived in Washington, D. C., for two years.

"The annual meeting this year disregarded all standards—in fact, repudiated them and set a time to formulate a new set of principles to guide its action.

"As you know, this year in a final effort to correct the present situation, a bill was introduced in the House of Representatives to give the university the same kind of a non-partisan board as has the State university. I assumed full responsibility for the introduction of this bill. It passed the House with little or no opposition and was sent to the Senate, where it was referred to the proper committee. I think perhaps you know how this bill was killed. If you do not know, I am sure that Mr. McLemore or Senator Brogan can tell you.

"I think you will agree that it was the worst sort of partisan politics. I think it is only fair to give Mr. McLemore, who is now president of the board of curators, (elected by three votes, one of which he cast for himself,) full credit for the defeat of this bill which would forever free the university from partisan politics.

"The annual meeting of the board this year beggars description. It lasted two days and one night. I had hoped to send you this with a copy of the minutes, but for the first time in five years the minutes of this meeting—in fact, the entire record book of minutes—was taken away from Lincoln university and I do not know definitely where it is. I hope some time that you may be able to secure a copy of the minutes.

"I shall mention very briefly a few things that happened in this meeting. The first step was the organization of the new board. Dr. Bedford placed my name in nomination for president; Dr. Thompkins nominated Mr. McLemore; Dr. Bedford and Mr. Hubbard voted for me. I, of course, did not vote. Dr. Thompkins, Rev. McAllister and Dr. McLemore voted for McLemore and he was declared elected president. Superintendent King was absent.

The board then proceeded to elect a vice president and secretary, and executive committee and a Teacher's committee. The executive committee elected by the board is clearly illegal—contains too many members—but when I tried to get the floor to point out this fact, I could not be recognized.

"The board completely ignored recommendation of the Teacher's committee and violated every principal of college administration. Instead of accepting the resignation of the dean of women, the board went into a long drawn out and at times almost disgusting trial. The chief purpose of this trial seemed to be to try to show that Dr. Florence had obtained the resignation under duress which, of course, was not the case. The trial and investigation proved nothing that the board did not already know and I am perfectly certain that it did not change the opinion of any member of the board.

"The board dropped the dean of women and the dean of men but left them employed as teachers and they are now on duty in the summer session. To drop the dean of men and dean of women and have them on duty during the summer session was an inexcusable blunder and may prove very embarrassing to Dean Jason, who was later made acting president. Just why the situation should be left thus I cannot understand.

"Among other actions taken, the board granted President Florence a year's leave of absence with full pay beginning September 1, 1937, reserving the right to elect his successor at its pleasure. The board refused to follow the recommendation of the president and the Teacher's committee when they had already committed themselves to do so. (See Board action, June, 1936, in President Florence's recommendations, under separate cover).

"At the meeting last Friday the minutes of the annual meeting were read, "expurgated," and finally approved. Dr. Thompkins then moved that the action of the board at the annual meeting with references to President Florence be reconsidered. The motion prevailed.

"President Florence then was dismissed and offered one-half salary for a year begining September 1, this action after he had been notified of the former action of the board. The motion, however, prevailed, Superintendent King and I being the only ones to oppose it.

"The board ordered the executive committee to fill all vacancies in the teaching force at the university and at Dalton. When I pointed out the fact that the Teachers' committee, consisting of Prof. Hubbard, Superintendent King and myself might be of some service in the selection of the teachers, Dr. Thompkins moved that Superintendent King be elected a member, ex-officio, of the executive committee. As matters now stand the Teacher's committee and the president have little or nothing to do with the selection of teachers. This matter is left to an illegally constituted executive committee.

"The minutes of this last meeting were not approved and these, with all others, were taken away from the university. Just what these minutes will show when they are, as they should be, approved and returned to the university, can best be determined by securing a copy of them.

"Now, just a word concerning President Florence's dismissal. President Florence has consistently refused to be influenced by unethical or partisan pressure of any sort. He has steadfastly refused, as the written reports show, to recommend persons who are unqualified for the positions to be filled or who are unqualified to hold the positions to which they have been elected.

"He did work for the passage of the bill to give Lincoln university a non-partisan board. These are the real reasons why he was dismissed. The present standing and growth of the institution during the past five years are a complete refutation of all other charges. The action of the board in handling this case is, in my opinion, inexcusable.

"May I say, in conclusion, that I have been interested in securing better educational opportunities for Negroes for more than 30 years. I have inspected Lincoln university for its board of curators in the good old days under both Democratic and Republican administrations, in the days when the boarding department was farmed out at so much a head and when the student menu consisted of oleomargarine, bread and molasses, when the accounts were in such a shape that they could not be audited, when the institution was accused of misappropriating public funds—all the direct result of partisan politics.

"The assured future of Lincoln university depends upon intelligent, honest and efficient management under a high grade non-partisan board. You, governor, hold the key to the solution."

—J. B. ELLIFF

Education - 1937

Colleges - Change of heads.

Missouri.

# DEANS OF MEN AND WOMEN ALSO "FIRED"

Courier

6-26-37 Pittsburgh, Pa.

## Claim Reason For Ousting Scholarly Heads Was to Keep School "Free of Politics," Which Dr. Florence Refused to Do.

ST. LOUIS, June 24—(ANP)—Charles W. Florence, president of Lincoln University, Jefferson City; Mrs. Vivian K. Cameron, dean of women, and J. C. McMorries, dean of men, were dismissed Friday by the board of curators, it was announced Monday by Joseph L. McLemore, prominent St. Louis attorney and first Negro ever naned to the chairmanship board.

Courier

Dismissal of the president, Mr. Lemore told the Associated Negro Press, was occasioned by a determined effort to keep the school out of politics, a policy which has existed for the past six years, but which Mr. Florence has allegedly ignored. The out-going executive was granted $2,100 for study next school year on his doctor of philosophy degree. W. B. Jason, dean of the university, has been named acting president.

6-26-37

Pittsburgh Pa.

Mrs. Cameron's dismissal as dean of women followed a recommendation made to the board of curators by President Florence. Her resignation had been tendered by request, but she asked that the board reconsider it, a plea that was not granted. Dean McMorries' dismissal came after testimony was taken before the curators.

Mr. McLemore declared that President Florence refused to give "full co-operation" with the board of curators and had not followed all of their recommendations in various matters. There were also complaints of his attitude toward the university's faculty and a failure to have sufficient faculty meetings and conferences.

Whenever a point of disagreement arose, President Florence would raise a cry or "politics," said Mr. LMceemore, and therefore throw a smoke screen around the issue. He asserted that the last three governors of Missouri, of both Republican and Democratic affiliations, had decreed that there should be no politics in connection with Lincoln and for the past six years this policy has been adhered to religiously. Appropriations have increased yearly, with the state allotting over $200,000 in 1937 in excess of the previous appropriation, which in itself was $200,000 above the one before it.

"There have been absolutely no politics connected with the administration of Lincoln's affairs during the past six years," Mr. McLemore asserted, "and its executives have had a free hand. We intend to continue this condition, but could not under the leadership of President Florence."

The board of curators which dismissed the three executives is composed of four colored and three white members.

---

## THE SITUATION AT LINCOLN

The news of the dismissal, by the Curators, of President Charles W. Florence, of Lincoln University is, we believe, received by the general public with much surprise.

Viewing the situation from the position in which we stand, it looks to us as though the Board has made a mistake, and its action in this matter confirms the repeated report that certain members of the Board were working overtime to put the school in a position so it can be used as a political pawn.

Argus

As to the right of the Curators to make the change, we do not question, but we do question the wisdom or good faith on the part of the Board, when the question of "jobs" plays so important a part, as it did in this case.

The whole affair is to be regretted. And while it is true that President Florence may have made mistakes in his efforts to serve the school to the best of his knowledge and ability, yet few of us, yes, very few of us, have not been guilty of making some mistakes. We can say for Mr. Florence, that he has not been given a fair chance to do his best, because of threats to "get your job" if he did not honor recommendations for jobs made by certain members of the Board of Curators. This naturally caused the man to labor under a suspicion that his job was uncertain, because politicians rarely care much about the qualifications of the persons they recommend. It's jobs with them, with which to pay political debts.

6-25-37

The sad part about the affair is the attitude of certain members of the Board of Curators who think, or seem to think, that it is their duty to find and recommend teachers and other help at the school. Anyone can see that such an attitude will hurt the cause of education at the school. This ought not to be the case and should not be countenanced by the Governor of the State, who makes the appointment. In fact no member of the Board should make any recommendation for work at the school unless requested to do so by the president. There will always be trouble for an executive officer where Board members constantly annoy him with requests for jobs, etc.; because refusal on his part most likely, brings opposition to his administration and dissension among themselves.

St Louis, Mo.

We make this comment in a general way, not necessarily defending Charles W. Florence, but as a protest against the use of high pressure politics in attempting to run a school.

The present vacancy in the presidency of the school leaves open a position for some other person. His position will not be secure if the hand of politics rules the school. Then too, with the present spirit of the Board, anyone accepting the position as president, will be under a cloud of suspicion from the public, as to whether he comes as one ready to "bow down on his knees to Baal", or whether he comes free from political influence, to serve the people.—Surely this is something about which to think.

---

# OUSTED HEAD IN COMMENT ON MOVE

Daily World

6-29-37

## President Florence In Statement At Lincoln U. GIVES HIS SIDE

Atlanta, Ga.

JEFFERSON CITY, Mo.,—(SNS) In an address before the assembly of the Lincoln University Summer School yesterday, President C. W. Florence spoke on the 'Improvement of Teachers in Service." He emphasized and elaborated the idea that the successful teacher must know (a) what he is to teach; (b) how he is to teach; and (c) whom he is to teach.

Incidentally this was the farewell address of President Florence at Lincoln University. In referring to his leaving Lincoln University, the retiring president made the following statement:

"My services as president of Lincoln University will terminate July 1, 1937. The serving of my connections with the university grew out of serious disagreement between the Board of Curators of Lincoln University and the president of the University on fundamental questions of administration.

Among those questions were (1) the nature and objectives of a state college as an educational institution and Lincoln University in particular, (2) the method of selecting the members of the faculty and the staff, and the basis on which they should be selected, retained or promoted and (3) the nature and composition of the board itself.

I have always insisted that service to the people of the state should be the primary aim of institution. I have insisted that members of the faculty and the staff should be selected, retained and promoted on the basis of training, exprience and character, and that political and other factors should not be considered.

In connection with the third point of disagreement, the president of the university advocated and supported House Bill Number 35 in the last General Assembly. This bill would have given Lincoln U. the same kind of board as the boards at the University of Missouri and the five state teachers colleges. Some of the members of the Board of Curators at Lincoln University and other interested individuals did not want that kind of board at Lincoln.

The difference between the two types of board is very important. The boards at the University of Missouri and at the five state teachers colleges are made up of nine members who serve six-year overlapping terms. Th boards are non-partisan by statute. On the contrary, no provision is made to keep the board at Lincoln University from being strictly and completely partisan. The members serve four-year terms, thus making it possible for an in-coming governor to appoint an entirely new board during his administration, with the exception of the State Superintendent of Schools who is a member ex-officio. Obviously, this arrangement should be changed.

During the six years of my administration there has been a steady and substantial growth in every department of the school's activity. The college enrollment has more than doubled. There has been a continual improvement in the academic and professional preparation of the members of the faculty. The curricula and courses of study have been expanded and reorganized so that they are in accord with the modern conception of college organization. The school has become a center of educational activity and service for the state. The physical plant has grown so that in extent and usefulness it provides amply for the college program. The appropriation has increased with each biennium. The appropriation for the present biennium will be close to $600,000. This will make possible additional curricula, additional teachers, additional land, at least one building and the general improvement of the school plant and program.

During this administration Lincoln University was granted membership in the North Central Association of Colleges and Secondary Schools and holds a higher rating today as an educational institution than it has ever held.

I leave the institution with a sense of pride in these achievements and with the hope that somehow, in spite of sinister political influences now at work, Lincoln University will continue to make progress as an educational institution."

North Carolina

Education — 1937
Colleges, — Change of heads.

Wilmington, N. C. News
April 20, 1937

# Dr. Sealbrook Addresses Negro P.-T. A. Gathering

Advocating more money for the maintenance of negro schools and also asking for equal opportunities for white and negro children, Dr. J. W. Sealbrook, president of the State Normal (negro) school, at Fayetteville, addressed a meeting of the Williston Industrial (negro) school P.-T. A. at Ebenezer Baptist church last night.

Dr. Sealbrook, in his address to the 500 persons present for the meeting, urged the seven-point program of the national congress of Parent-Teachers. He advocated a home for feeble minded negro children, better attendance at schools, and pleaded for equal opportunities for negro and white school children. He also urged that more funds be appropriated for the building and maintenance of negro schools.

Dr. R. R. Taylor, the only negro trustee of state supported educational institutions, also made an address. The speakers were introduced by F. J. Rogers, principal of Williston high school, while B. B. Leonard presided over the gathering.

The program included two selections by the Junior Corner Choral club of the Cape Fear Journal.

South Carolina.

Education - 1937
Colleges, — Change of Heads.

# McGill Elected Allen U. Prexy

Afro-American
8-7-37
Baltimore, Md.
8-7-37

COLUMMBIA, S. C.—The Rev. E. H. McGill, history teacher at State A. and M. College has been elected president of Allen University, it was learned this week.

The Rev. Mr. McGill, who has served the AME Church as pastor and presiding elder, succeeds Capt. A. L. Simpson, who resigned to become acting president of Bethune-Cookman College, Daytona Beach, Fla.

The election by the AME university's board of 150 followed a period of unrest at the school.

---

# President McGill At Sidney Park Sunday

Palmetto Leader
9-25-37
Columbia, S.C.

The pastor, the Rev. T. J. Douglass, takes pleasure in making the announcement that Dr. Eugene H. McGill, President of Allen university, will preach at 11 o'clock Sunday morning at Sidney Park. The pastor will be happy to see all of the members and friends present to hear this noted speaker. You will miss a treat if you fail to come out next Sunday morning September 26, 1937.

---

Ohio.

Education - 1937
Colleges - Change of heads.

## NEW PREXY

Age
3-27-37
New York, N.Y.

Dr. D. ORMANDE B. WALKER who last week was inaugurated 10th president of Wilberforce University, Zenia, Ohio. before brilliant gathering of visiting educators from 53 institutions and alumni friends of the institution. Bishop Reverdy C. Ransom administered the oath of office.

Tennessee

Education — 1937

Colleges — Change of heads

# IMPRESSIVE CEREMONIES MARK INAUGURATION OF DOCTOR HAYWOOD AS PRESIDENT OF COLLEGE AT MORRISTOWN

East Tennessee News

12-16-37

Spcial To The ETN.

**MORRISTOWN, Tenn., Dec. 10.—Exercises in connection with the inauguration of Dr. John W. Haywood as president of Morristown College, the first member of the Negro racial group to be selected to head the institution of the Methodist Episcopal Church that has served this section for more than fifty years, were conducted in splendor today, and attracted educators and churchmen of renown of both racial groups, and representing all sections of the state and nation.**

Knoxville Tenn.

Beginning with the symposium at 10 o'clock when Dean J. P. Brawley, of Clark university, Atlanta announced as the keynote, "The Church Related College," the representative audience that assembled in the spacious coliseum of Swift Memorial Building was furnished interesting and eloquent food for thought as Doctor George M. Bell, superintendent of the Wilkes-Barre District of the Wyoming Conference, spoke on the subject, "What Do the Local Churches Owe the Church Supported College?" and, "What Does the Church Supported College Owe the Churches that Support It?" the subject of an address ably treated by Rev. W. L. Saunders, superintendent of the Bluefield District of the East Tennessee Conference.

Rev. W. A C Hughes, of the Methodist Episcopal Board of Home Mission and Church Extension, eloquently and thoughtfully portrayed the obligation of church supported colleges to the missionary enterprises of the church.

Interesting musical numbers by the College Male Quartet under the direction of Miss Jennie Hall, with Miss Frances Clark as accompanist, proved an enjoyable feature of the program.

At the noon hour, the large number of guests responded to the invitation to have dinner in the spacious dining hall of the college where many of the season's most appetizing edibles were served under direction of the institution's domestic science department.

**Bishop Brown Eloquent In Charge**

Promptly at 1:30 Friday afternoon, the mammoth audience that filled Swift Memorial Chapel arose as the academic procession

**reject much that is current in educational philosophy and emphasis," Dr. Haywood continued.**

**"What our graduates know, what they may happen to possess, is not half so important as what they are by reason of what education has done for them," President Haywood declared.**

**Work Life's Supreme Value**

**"I believe that the machinery set-up in our colleges ought to be such and ought to be administered in such fashion as to guarantee the inclucation of the lesson that hard, honest productive work of any kind is, next to personal goodness, one of life's supreme values.**

"I am afraid that our educational procedures during the past quarter of a century have been doing a good deal to under-mine and stigmatize and degrade the old fashion home-spun habit of hard, honest work. Under the influence of our current hedonistic philosophy, we have led our young people to believe that this matter of securing an education is a kind of an intellectual 'joy-ride.'

**Furore Over Degrees**

In referring to the matter of degrees, President Haywood declared, "in spite of all the pother and furore raised by the A. M. and Ph. D. advocates of the so-called 'new education.' I am still ancient, atavistic enough—still perverse and degenerate enough to believe that there is somthing intrinsically, inescapably valuable in teaching the youngster to do hard things. These late generations from our colleges have, to me, displayed an alarming amount of moral and mental flabbiness.

**Suggests Regional College**

Referring further to the educational ministry of Morristown College, Dr. Haywood declared, "I am convinced that Morristown College ought to be primarily a regional college. It ought to major in giving a specific, unique service to the region in whch it is located. Our high school here is already a de facto regional institution. Morristown city and Hamblen county have no other high school for Negroes than the one conducted at Morristown college. It is my opinion that, in view of the sparse Negro population and the local economic conditions, the city and county ought not to undertake to have any other high school for Negroes."

In emphasizing the need of a determined trend toward agricultural pursuits and home economics on the part of the Negro racial group, President Haywood won further favor with his audience as he concluded his thoughtful address with a pledge to give his best and all to the advancement of the race's cause.

**Brother Witnesses Exercises**

**Among the large audience was noted many prominent white citizens of Morristown and vicinity including Rev. and Mrs. Jones of the Methodist Episcopal church,**

Hon. Dudley S. Tanner, of the State Department of Education.

Dr. W. L Haywood, brother of President Haywood and a successful physician and surgeon of Oklohoma City, Okla., came to Morristown to be in attendance at the inaugural exercises. The genial Oklahoman, owner of a modern hospital in his home city, left for the western state Sunday evening.

The exercises which made history and marked a red letter day in affairs at Morristown, concluded with the National Hymn.

**Congratulatory Messages Sent**

Near one hundred congratulatory messages coming from as many prominent leaders in the field of education in all parts of the nation, in the form of letters and telegrams forwarded to Dr. Haywood, included one from Judge R. L. Hawkins, of the Texas Court of Criminal Appeals, at Austin, a friend of the president-elect since his early boyhood days.

---

## INAUGURATED

DR. J W. HAYWOOD, A M, STD

—Whose inauguration as president of Morristown College, Morristown, Tenn., on Dec. 10, marks the first time that a member of the Negro racial group has been selected to head the important Methodist Episcopal College for training Negro youths. Dr. Haywood was born near Mt. Pleasant, in Maury county, Tennessee. After the death of his father, his mother, with the several children migrated with a large colony of Negroes to Texas. Dr. Haywood grew up in Waxahachie, Tex., finished high school there, and entered Lincoln university in 1900; made the Sophomore class by taking the final examinations along with the Freshman class and graduat- in three years summa cum laude with valedictory honors. He returned to Texas and taught in the public school for five years, then returned to the Theological Seminary at Lincoln, graduating summa cum laude in 1911. Dr. Haywood served as dean of Wiley College for two years, then associate executive secretary of the New Orleans Centenary Area for two years. He went from that post to Morgan College where he first held professorship of education for one year, three years as principal of the high school and for twelve years was dean of the college.

---

MORRISTOWN, Tenn. — Dr. John W. Haywood, former dean of Morgan College, Baltimore, was inaugurated president of the fifty-year-old Morristown College with colorful ceremonies on Friday.

The inaugural attracted leading educators of both races from various sections. Dean J. P. Brawley of Clark University, Atlanta, presided at the opening symposium. Talks were made by:

The Rev. G. M. Bell, superintendent of the Wilkes-Barre District of the Wyoming M.E. Conference; the Rev. W. A. C. Hughes, Baltimore, of the ME

Afro American 12-25-37

Baltimore Md.

Home Mission and Church Extension Board, and the Rev. W. L. Saunders, superintendent of the Bluefield District of the East Tennessee M.E. Conference.

**In Procession**

The academic procession following dinner was led by Bishop Wallace E. Brown and President-elect Haywood. Among those following in line were:

President W. J. King of Gammon Theological Seminary, Atlanta; President D. D. Jones of Bennett College, Greensboro, N. C.; President W. J. Hale of A. and I. State College, Nashville,

Dean George C. Grant of Morgan College; President W. G. Hargraves of Swift Memorial College, Rogersville, and Dean M. W. Boyd of Morristown College.

Among those witnessing the ceremony was Dr. W. L. Haywood, brother of the president and surgeon of Oklahoma City. Hundreds of congratulatory messages were received.

12-25-37

[illegible]

DR. JOHN W. HAYWOOD

Education—1937
Colleges,—Change of heads.

West Virginia.

# DICKASON NAMED NEW PRESIDENT OF BLUEFIELD COLLEGE BY W. VA. BOARD

## Dr. H. H. Ferrell Made Dean At West Virginia State As Negro State Board Announces Changes.

Courier

CHARLESTON, W. Va., Aug. 26—It was learned last week, through I. J. K. Wells, secretary of the Negro State Board of Education, that H. L. Dickason has been appointed president of Bluefield State Teachers College, and that Dr. H. H. Ferrell was appointed Dean of West Virginia State College at the session of the Negro State Board of Education and the State Board of Education meeting at Bluefield State Teachers College last Monday night. The Negro State Board of Education, which appoints all workers in Negro institutions, subject to confirmation by the West Virginia State Board of Education, issued a list of its appointees confirmed at the session held at Bluefield.

8-28-37

Pittsburgh Pa.

**Bluefield Appointee**

R. P. Sims, former President of Bluefield and recently Business Manager, was appointed Field Agent, while G. W. Whiting, Fisk Alumnus and for 18 years principal of the Simmons High School at Montgomery, was named as Dean and Acting Director of Education of the Bluefield institution. Whiting holds his Master's Degree from Columbia University and has served as officer and participated in numerous educational organizations in West Virginia.

**West Virginia State Appointee**

In addition to Dr. Ferrell, named as Dean, J. C. Evans, a product of M. I. T., Director of the Division of Trade and Technical Education, was given additional duties and named as Administrative Assistant to President Davis; Bruce H. Hull, former principal of the Aracoma High School at Logan, and at present Administrative Assistant of the National Youth Administration of West Virginia, was appointed to succeed Dr. Ferrell as Registrar; Ernest Edwards was appointed as Journeyman Printer, while Elsworth Harpole was appointed as House Director of Gore Hall and General Supervisor of all Men's dormitories of the college; Lillian Washington Jordan was renamed Dean of Women, while Louise A. Drake was reappointed instructor of Languages at the Teacher Training High School.

**Vocational Education**

The Extension Division of the college, recently established by the legislature, was started with the appointment of Claude Tellis and Ulysses G. Carter, for extension work. To further the vocational education at West Virginia State College, a house painter and interior decorator is to be added to the staff, and a course in barbering is to be added with Felix Warren in charge. Carpentry was added at the June Board meeting.

**Deaf and Blind School Appointee**

At the West Virginia Schools for Colored Deaf and Blind, the appointment consisted of Vivian R. Green of Elkins, teacher of the Deaf; Vernon White, Bluefield, Matron; Gladys Purcell of Bluefield, teacher of Music and Georgianna Williams of Point Pleasant as First Cook.

President Dickason, who served at Bluefield for 20 years, had his salary fixed at $3300 per year. Dean Ferrell, who succeeded Dean Lane and formerly served as Acting Dean and recently served for three years as Registrar, had his salary fixed at $3200 per year, while the salary of Dean Whiting was fixed at $2400 per year. The salary of J. C. Evans was raised to $3000.

---

# H. DICKASON NAMED PREXY AT BLUEFIELD

## H. H. Ferrell Named Dean of West Virginia College.

Afro-American

## 2 STATE BOARDS APPROVE OTHERS

8-28-37

## Give Impetus to Vocational Work.

Baltimore Md.

CHARLESTON, W.Va.—H. L. Dickason has been appointed president of Bluefield State Teachers' College and H. H. Ferrell chosen dean of West Virginia State College during a meeting of the Negro State Board of Education and the State Board of Education at Bluefield College, Monday.

Announcement of the appointments were made by I. J. K. Wells, secretary of the Negro State Board, who issued a list of other selections confirmed at the meeting.

R. P. Sims, former president of Bluefield and recently business manager, was appointed field agent, while G. W. Whiting, for eighteen years principal of the Simmons High School at Montgomery, was named dean and acting director of education at Bluefield.

**Dickason Gets $3,300**

President Dickason, who served at Bluefield for twenty years, had his salary fixed at $3,300 per year. Dean Ferrell, who succeeded Dean Lane, and formerly served as acting dean, also registrar for three years had his salary fixed at $3,200 per year, while the salary of Dean Whiting was fixed at $2,400 per year.

J. C. Evans, product of the Massachusetts Institute of Technology, director of trade and technical education at West Virginia State, was given additional duties and named administrative assistant to President John W. Davis. His salary was raised to $3,000.

**Named at W.Va. State**

Other confirmations follow:

Bruce H. Hull, administrative assistant of the State NYA, to succeed Dr. Ferrell as registrar; Ernest Edwards, journeyman printer; Ellsworth Harpole, house director of Gore Hall and general supervisor of all men's dormitories; Lillian W. Jordan, renamed dean of women; Louise A. Drake, reappointed instructor of languages at the teacher training high school.

**Vocations Strengthened**

The extension division of the college, recently established by the Legislature, was initiated with the appointment of Claude Tellis and Ulysses G. Carter for extension work. To further vocational education at the State College, a house painter and interior decorator is to be added.

A course in barbering with Felix Warren in charge is to be added. Carpentry was made a part of the curricula at the June board meeting.

At the W.Va. Schools for the Colored Deaf and Blind, the appointments consisted of: Vivian R. Greene of Elkins, teacher of the deaf; Vernon White, Bluefield matron; Gladys Purcell, Bluefield, teacher of music, and Georgianna Williams, Point Pleasant, first cook.

Arkansas.

Education-1937
Common Schools, Condition of

# NEGROES BETTER EDUCATED THAN WHITES IN ARKANSAS

Call — 7-[illegible]-37

Kansas City, Mo —

LITTLE ROCK.—(ANS)—The Negroes of Arkansas are becoming better educated than the white, according to a report for the year 1935-36 released by the state department of education last week.

The report shows that for the second year, Negro enrollment in public schools has increased while the enrollment of whites in public schools has decreased.

The report shows that during the year, white students decreased in number from 354,025 in 1934-35 to 348,736 in 1935-36.

Negro enrollment gained from 110,899 in 1934-35 to 112,048 in 1935-36.

Negro girls outnumbered the boys 56,754 to 55,294.

**Fewer in Upper Grades**

Enrollment by grade shows that both Negroes and whites drop out of school in large numbers before reaching the twelfth grade.

There were 33,615 Negroes in the first grade and 616 in the twelfth grade. There were 59,357 whites in the first grade and 10,185 in the twelfth.

If Negroes continue to increase in enrollment and whites to decrease, the Negro populace of Arkansas will tend to be better educated than the whites.

The tabulation by grades:

| Grade | White | Negro | Total |
|---|---|---|---|
| 1 | 59,357 | 33,615 | 92,972 |
| 2 | 39,366 | 15,300 | 54,666 |
| 3 | 38,722 | 14,630 | 53,352 |
| 4 | 36,968 | 13,098 | 50,066 |
| 5 | 34,139 | 10,755 | 44,894 |
| 6 | 30,718 | 8,559 | 39,277 |
| 7 | 27,465 | 6,187 | 33,652 |
| 8 | 26,070 | 4,674 | 30,744 |
| 9 | 19,254 | 2,029 | 21,583 |
| 10 | 14,834 | 1,395 | 16,229 |
| 11 | 11,658 | 890 | 12,548 |
| 12 | 10,185 | 616 | 10,801 |

The complete enrollment by counties, white and Negro, is as follows:

| Counties | White | Negro |
|---|---|---|
| Arkansas | 3,961 | 1,322 |
| Ashley | 3,508 | 2,768 |
| Baxter | 2,916 | .... |
| Benton | 8,709 | 16 |
| Boone | 4,197 | .... |
| Bradley | 3,197 | 1,685 |
| Calhoun | 2,026 | 866 |
| Carroll | 3,504 | .... |
| Chicot | 2,129 | 4,742 |
| Clark | 4,313 | 1,925 |
| Clay | 7,173 | .... |
| Cleburne | 3,338 | .... |
| Cleveland | 2,742 | 874 |
| Columbia | 3,222 | 3,022 |
| Conway | 4,071 | 1,985 |
| Craighead | 10,323 | 298 |
| Crawford | 6,097 | 263 |
| Crittenden | 2,238 | 6,724 |
| Cross | 3,822 | 3,298 |
| Dallas | 2,679 | 1,483 |
| Desha | 2,109 | 3,064 |
| Drew | 2,891 | 2,738 |
| Faulkner | 5,753 | 989 |
| Fulton | 3,202 | .... |
| Garland | 7,947 | 842 |
| Grant | 2,498 | 264 |
| Greene | 6,971 | .... |
| Hempstead | 4,177 | 3,885 |
| Hot Spring | 4,899 | 370 |
| Howard | 3,435 | 1,345 |
| Independence | 6,035 | 201 |
| Izard | 3,510 | 44 |
| Jackson | 5,382 | 940 |
| Jefferson | 6,083 | 7,960 |
| Johnson | 4,906 | 62 |
| Lafayette | 2,071 | 1,964 |
| Lawrence | 5,324 | .... |
| Lee | 2,283 | 3,833 |
| Lincoln | 1,929 | 2,492 |
| Little River | 2,363 | 1,287 |
| Logan | 5,658 | 151 |
| Lonoke | 5,057 | 1,161 |
| Madison | 3,873 | .... |
| Marion | 2,260 | .... |
| Miller | 4,798 | 2,170 |
| Mississippi | 12,002 | 4,673 |
| Monroe | 12,002 | 4,673 |
| Montgomery | 2,886 | .... |
| Nevada | 3,284 | 2,252 |
| Newton | 3,304 | .... |
| Ouachita | 4,373 | 3,840 |
| Perry | 2,155 | 138 |
| Phillips | 3,124 | 5,639 |
| Pike | 3,115 | 282 |
| Poinsett | 6,315 | 938 |
| Polk | 3,643 | .... |
| Pope | 6,302 | 347 |
| Prairie | 2,987 | 894 |
| Pulaski | 21,140 | 8,906 |
| Randolph | 4,228 | 72 |
| Saline | 3,958 | 124 |
| Scott | 2,805 | 38 |
| Searcy | 3,155 | .... |
| Sebastain | 13,030 | 865 |
| Sevier | 3,248 | 565 |
| Sharp | 3,264 | .... |
| St. Francis | 3,128 | 5,638 |
| Stone | 2,262 | .... |
| Union | 8,250 | 4,208 |
| Van Buren | 3,465 | .... |
| Washington | 9,507 | 81 |
| White | 9,732 | 408 |
| Woodruff | 2,957 | 2,130 |
| Yell | 5,426 | 433 |
| Totals | 348,736 | 112.048 |

---

Alabama.

Education-1937
Common Schools, Condition of.

Red Bay, Ala., Progress
October 7, 1937

## ELEMENTARY SCHOOLS IN STATE OF ALABAMA

There are 5,326 elementary schools in Alabama. Of this number 2,885 are for white people and 2,441 for Negroes. These schools are divided into six classes according to the numbero of teachers employed. There are 2,459 one-teacher schools, 1,148 two-teacher schools, 489 three-teacher schools, 229 four-teacher schools, 145 five teacher schools, and 856 that employ six or more teachers. There are nearly twice as many one-teacher Negro schools as white, the number of whites being 888 and the Negro schools being 1,571. In all other classes the number of white schools exceeds the number of Negro schools.

---

Opp, Ala., News
October 7, 1937

There are 5, 326 elementary schools in Alabama. Of this number 2,885 are for white people and 2, 441 for negroes. These schools are divided into six classes according to the number of teachers employed. There are 2,459 one teacher schools, 1148 two teacher schools, 229 four teacher schools, 145 five teacher schools, and 856 that employ six or more teachers. There are nearly twice as many one teacher negro schools as white, the number of whites being 888 and the negro schools being 1571. In all other classes the number of white schools exceeds the number of negro schools.

---

Florence, Alabama—Times
October 20, 1937

Copyright, 1937, by Edgar Snow

CHU TEH

There were 137,188 white school children being transported in buses to and from school in Alabama in 1935. Of this number 87,929 are in the elementary grades and 49,259 are in the high school grades. The number of negroes transported was 2,599.

Education - 1937

Common Schools, Condition of.

California.

# HUNT WAY TO AVERT SEGREGATION IF NEGROES TEACH IN SAN DIEGO SCHOOLS

Courier

2-13-37

SAN DIEGO, Cal., Feb. 11—(By M. L. Brown for ANP)—How to avert segregation and interest whites in classes taught by Negroes was the subject of an interracial round table conference held Tuesday in the dining hall of the magnificent U. S. Grant hotel to discuss the placing of colored teachers in the local school system.

Among the pertinent issues raised were these: Shall classes taught by Negro teachers be closed because whites do not attend? Will such classes lead to segregation of Negroes?

---

# Segregation Looms If Negroes Teach In Coast Schools

Black Dispatch

2-13-37

Oklahoma City, Okla.

By M. L. BROWN

SAN DIEGO, Cal., Feb. 11. (ANP)—How to avert segregation and interest whites in classes taught by Negroes was the subject of an interracial round table conference held Tuesday in the dinig hall of the magnificent U. S. Grant hotel to discuss the placing of colored teachers in the local school system.

Among the pertinent issues raised were these: Shall classes taught by Negro teachers be closed because whites do not attend? Will such classes lead to segregation of Negroes?

The group answered these questions by stating that all classes are open to all nationalities, all state legislation applies to all groups alike, outstanding Negro teachers in specialized fields would draw all races to classes, and a system of shifting the teaching force would tend to avoid all white or all colored classes.

W. A. Easter, specialist in Negro education from the state department of education, said, "If the board of education has it in mind to have segregated schools, the result is plain. The administration's largely responsible for the opinion of the people.

"A democratic appointment of teachers would solve the problem. Solicitation of pupils by teachers tends toward segregation in classes. Negroes publicise segregation by talking about it too much. Quality will create respect for Negro teachers."

---

# SAN DIEGO HAS NEVER HAD RACE TEACHER

Courier

## So Youthful College Graduates Organize In Effort to Improve Conditions.

9-18-37

SAN DIEGO, Calif., Sept. 16 — (By M. L. Brown for ANP) — Because Negro teachers have never been allowed to teach in the public schools of San Diego county, the youth of the race living here, had through the years, deemed it a waste of time and energy to pursue a college education. Although the State College has been located in San Diego for almost 40 years, only one member of the race had ever graduated before 1930. Since 1926 there has been a steady increase of Negro students in the college. Last Thursday night the eight Negro graduates of the institution met at the Calvary Baptist church and organized a club for the advancement of higher education.

Pittsburgh, Pa.

The club will also put forth strenuous efforts to solve our educational problem in this section of the state so that Negro youth may become more loyal to their own race and gain confidence in race leadership. The following officers were elected, Mrs. J. Harold Brown, Sr., President; Mr. Horace Mays, Vice President; Miss Evada Long, Recording Secretary, and Miss Loraine Van Lowe, Treasurer. Miss Louise Robinson, Miss Thelma Gorham and Miss Evada Long were appointed as a committee on constitution and by-laws. The club will hold regular monthly meetings and has plans already for calling a regular mass meeting of the citizens to consider our educational problem.

Education — 1937

Florida.

Common Schools, Condition of.

Mulberry, Fla., Press
April 15, 1937

# Phosphate Negroes And Their Schools

It may prove of interest to learn just how the negro school in Pierce got so far under the skin of Commissioner Norman Stone, Lakeland member of the Polk county school board.

Once upon a time, a few years ago, the desks and other equipment in the white school at Pierce having become rather antiquated and in need of repair, the Pierce trustees suggested to the county school board that it might be well to replace them with new equipment and turn the old desks over to the Pierce negro school. The county board thought it a good idea and agreed to the proposition.

The old equipment at the Pierce negro school was then distributed to other negro schools in the county, most of it to the negro schools in the Phosphate Region, to be sure.

As a result of this changing about, it came to light that there were some 12, or 15, or 20 young negroes in the several negro schools of the Phosphate Region who had reached a point in their studies where they were ready to take advantage of a high school education. The nearest negro high school was—and is—at Bartow.

The county board was buying a lot of new steel school buses (a transaction concerning which some of the school teachers may yet have a word or two to say at the proper time), and Burdett Loomis, Jr., chairman of the Pierce trustees, suggested that the old Pierce school bus be utilized in transporting Phosphate Region negroes to their high school in Bartow.

And the county school board thought this a very good idea, apparently. At any rate, it was agreed that the negroes who wanted to go to high school at Bartow should each pay $1 per week for transportation by bus, the county board to supply the bus and whatever might be necessary to make up the difference.

So, every school day, the old Pierce school bus ambles around Brewster, Bradley, Pierce, Mulberry and Nichols, picking up something like a score of negro youngsters and taking them back and to And each youngster pays $1 per week for this service.

Education - 1937

Common Schools, Condition of

General

# NEW BILL WOULD CUT RACE SCHOOLS

Courier 1-2-37 Pittsburgh, Pa.

WASHINGTON, Dec. 31—Studies conducted by the Howard Teachers' Union of the American Federation of Labor, disclose that Negro children of school age stand to lose most of the proposed benefits defined in the Harrison-Fletcher bill for federal aid to education under the terms of the measure as it is now drawn up.

Proponents of the measure expect to have it enacted into law at the forthcoming session of Congress.

It provides that the federal government should subsidize State and territorial public school systems by means of annual grants, beginning at $100,000,000 and increasing yearly until the total of $300,000,000 is reached. It is proposed to allocate this fund to the States and territories on the basis of their respective populations between the ages of five and 20 years, $2.54 per person the first year, increasing to $7.63 per person the fifth year and thereafter.

However, on the basis of the present distribution of school funds in the southern States, the Howard Teachers' Union study sets up the possibility that whereas the Negro children in southern States should receive a total of $15,908,084.57, there is good reason to believe that they would actually receive the benefit of only $6,310,573.89, the balance of $9,597,510.68 being diverted to white schools.

The Union makes a deduction based on the division of school funds in Alabama. Of the 983,965 inhabitants of Alabama between the ages of five and twenty, 357,048 or 36.3 per cent, are Negroes. But of the $18,672,027, which Alabama appropriated for education in 1933-34, Negroes received only $2,020,398 or 10.8 per cent, whereas whites, constituting 67.3 of the population, reecived $16,651,629 or 89.2 per cent of the appropriation.

An example of how Alabama handles its federal grants is found in the allotment of $3,901,938 for public schools from the Federal Emergency Fund in 1933-34. White children constituted 67 per cent of that years' total enrollment, and Negro children, 33 per cent.

White schools received $3,486,155 or 89 per cent of this Federal Emergency Fund expenditure, while Negro schools were given $415,783, or 11 per cent.

Experience has shown that the southern States, if left to their own devices, spend less money on Negro public schools, proportionately, when they have more money to spend.

For the above reasons, the Howard Teachers' Union is advocating revision of the Harrison-Fletcher bill to insure the insertion of safeguards for Negro education in the States where separate schools are maintained.

---

# ANTI-LYNCH BILL FORCED TO FLOOR OF HOUSE

## 218 REPRESENTATIVES SIGN BILL TO BRING IT OUT FOR VOTE

Tribune 4-6-37 Washington D.C.

The necessarv 218 signatures to force the Gavagan anti-lynching bill out of the Judiciary Committee to the floor of the House were secured Monday.

This means that the subcommittee which was to hold hearings on the bill has been discharged and the bill will go on the floor for debate and vote. It is noticed that the signature of Representative Arthur W. Mitchell was not affixed to the motion to discharge the committee.

Mitchell had introduced a bill against lynching earlier in the year and was hoping that his measure would be enacted.

Hearings on the Mitchell bill began Wednesday morning. The first witness was Perry W. Howard, Republican national committeeman from Mississippi. Mitchell stated that he has secured witnesses from several states who will take the stand in favor of his bill.

The Gavagan bill is due to come up for immediate vote on April 12.

---

# More Spent for Hauling Whites Than Entire Negro Education, Congressional Committee Told

Tribune 1-3-37 Washington, D.C.

Five southern states spent more than three times as much money to haul white high school children in 1932 than was spent on all Negro high schools in these states for everything—teachers, salaries and maintenance, a House subcommittee was told Wednesday by Dr. Charles H. Thompson, professor of education, Howard University, representing the Coordinating Committee for Federal Aid to Education.

The testimony of Dr. Thompson was given to the committee conducting hearings on the Fletcher bill to promote the general welfare through the appropriation of Federal funds to assist the states and territories in providing more effective programs of public education.

### All Favor Bill

Dr. Thompson stated that Alabama, Florida, Georgia, North Carolina and South Carolina spent $5,055,848 to haul whites and $1,677,144 for the entire education program for Negro high school students.

All of the witnesses favored the Fletcher measure which was reintroduced into the House from the Senate. The bill in the upper branch was known as the Harrison-Black bill. Educators pointed out that the original bill did not provide legislation to enforce states to distribute funds equally among the various minority groups.

The latter bill stipulates that where an equitable distribution is not carried out, funds may be stopped for the state until the commissioner of education investigates discrimination charges.

### Dr. DuBois Speaker

Other speakers were Dr. W. E. B. DuBois, professor of sociology, Atlanta University and chairman of the commission on education of the Georgia Association of Negro Colleges and High Schools.

Judge Edward W. Henry, of Philadelphia; J. Finley Wilson grand exalted ruler of Elks; Walter White and Charles H. Houston of the N.A.A.C.P., and a number of white educators are listed to be heard.

Although scheduled to speak for 30 minutes, Dr. Thompson was allowed to continue for one hour by members of the committee who showed keen interest in his testimony which showed wide discrepancies in 19 states where separate schools were maintained.

### Cites Example

"As a fine example of the character of inequalities suffered by Negroes in the separate schools," said Dr. Thompson, "we shall take as an illustration the per capita expenditures per pupil enrolled in school. A relatively recent study in the south showed that even before the depression in all states $44.31 was being spent on each white child enrolled in common schools, and only $12.57 was being spent on each Negro child enrolled in the same communities."

"Suffiicient examples have been given to illustrate and prove the fairly well-known fact that Negroes in separate school suffer considerably greater inequalities than are shared by white children in the same communities. But even more important than this is the fact that for the past 30 or 40 years these inequalities have been increasing rather than decreasing. Negroes in separate schools receive now considerably less of an quitable educational opportunity, elatively, than they received in 1900. This fact is so apparently incredible, in light of all the optimistic misinformation we have een led to believe in the past 20 ears, that I wish to make sure hat it is established beyond any easonable doubt."

### Bill Not Perfect

Dr. Thompson said that he fav-ed the bill as it is written de-ite the fact that it is far from ing perfect. He expressed the inion that it will at least serve correct many of the present ills olored schools now face.

Raleigh, N. C., News & Observer
September 19, 1937

# Two Fears

The fear that Federal aid for public schools might mean such a Federal domination of public school education as in the South would result in white and Negro children going to school together, grows increasingly far fetched at the same time as the inability of the South to provide adequate educational facilities for any of its children becomes more and more apparent.

Undoubtedly in some Southern States Federal aid would mean an end to the old double standards of white and Negro schools so far as the difference in the quality of education in the two sets of schools is concerned. That difference ought to be ended. But no Federal administration, not prepared to force a new Reconstruction on the South, would dare such violence to the feelings of the people of the South as to seek to force both races into the same schools.

The fear is flimsy. Southern white children are not going to be forced into the same schools with Negro children under any program of Federal aid for schools. But without Federal aid for schools the children of the South, white and black, are certainly going to be denied anything like the educational opportunity which children in other sections will receive. There is no question about that. And that poorer quality of education for Southern children will not only injure the South. The South, which has most children and least wealth, also contributes the greatest share of any region to the population increase of the nation as a whole. Therefore the child, poorly educated in North Carolina, may end up as the unskilled citizen of Connecticut, the prison inmate in New York or the public charge in Illinois.

As Howard W. Odum of the University of North Carolina has shown in his "Southern Regions of the United States," the Southeastern States have only 12 per cent of the nation's wealth and only a fifth of the people but about a third of the public schools, about a third of the pupils transported over a similar ratio of miles and in more than a third of the school busses of the nation. The Southeastern States also show a larger ratio of total population enrolled in public schools than any other region.

If the children of the South who are increasingly becoming the adults of other regions are to be decently educated, Federal aid will be necessary. Their ignorance is far worthier of fear than the old black bogey man, who has been held up to frighten the South away from almost every social and educational advance since the War Between the States.

General.

Education-1937

Common Schools, Condition of.

# NAACP Wants Teeth in U. S. Education Measure

## How Bill Would Rob Our Schools

Afro-American 1-16-37 Baltimore Md.

[EDITOR'S NOTE: The following table shows how, on the basis of the present division of school funds in eight Southern States, Federal grants would be administered to the disadvantage of colored schools under the proposed Harrison-Fletcher Bill. The table was compiled by the Howard Teachers' Union (Washington), American Federation of Teachers.]

| State | Proposed Allotment | No. of Colored Children 5 to 20 Yrs. of Age of Age | What Colored SHOULD get ($7.63 per capita) | What Col. WOULD get | Amt. Diverted from Col. to White Schools |
|---|---|---|---|---|---|
| Alabama | $ 7,527,957 | 357,048 | $ 2,724,276.24 | $ 813,019.36 | $ 1,911.256.884 |
| Florida | 3,520,677 | 140,362 | 1,070,962.06 | 401,357.18 | 669.604.882 |
| Georgia | 8,366,238 | 427,058 | 3,258,452.54 | 1,204,738.27 | 2,053,714.268 |
| Louisiana | 5,632,422 | 276,293 | 2,108,115.59 | 642,096.11 | 1,466.019.482 |
| Maryland | 3,748,575 | 85,909 | 655,485.67 | 449,829.00 | 205,656.670 |
| North Carolina | 9,463,845 | 384,977 | 2,937,374.51 | 1,694,028.25 | 1,243,346.255 |
| Oklahoma | 6,459,984 | 59,699 | 455,503.37 | 471,578.83 | –16,075.462 |
| South Carolina | 5,464.887 | 353,593 | 2,697,914.59 | 633,926.89 | 2,063,987.698 |
| Totals | $50,184.585 | 2,084,939 | $15,908,084.57 | $ 6,310,573.89 | $ 9,597,510.68 |

---

Columbus, Ga., News Record
September 30, 1937

### What the Country, the South and Georgia Spend on Education

THE statistics here given are supplied by the Georgia Education Association, which has launched a three-year educational program in this state.

The population of continental United States is 126,626,000; of the Southern states 44,572,000, and of Georgia 3,365,000.

The wealth of continental United States is $240,000,000,000; of the South, $58,523,000,000, and of Georgia $3,245,000,000.

School population, 5 to 17 years of age, in the country is 32,392,749; in the South, 11,997,520, and in Georgia 886,500.

School enrollment in the country is 26,434,193; in the South 8,938,853 and in Georgia 764,865.

The cost of public education in the country is $1,720,105,229; in the South $351,771,000; and in Georgia $19,258,000.

The per capita cost of public education in the country is $13.54; in the South $8.11; and in Georgia $6.62.

The average teacher's salary in the country is $1,227; in the South $765; and in Georgia $640.

The large negro population in the South affects the school statistics. We do not spend as much money educating the colored children as we do the white children. As a practical proposition we do not think it is necessary. The life-work of the typical person of color is such that he or she does not require as much education as the typical white person. Theoretically, this viewpoint may not be maintained but it exists, based on practical considerations. As a matter of fact, neither the mass of white children nor the mass of colored children receive as much education as they are entitled to. While the differential, based on race, social conditions and requirements in the light of the pupil's probable life work, exists and is an important factor in affecting per capita statistics, including that interesting item, the pay of teachers, yet there is another highly important consideration and that is, the difficulty in raising the money for extending educational activities.

The North and East are rich, the South relatively is poor. With slightly more than one-third the population of the country, the South has only one-fourth of its wealth. Included in the Southern statistics, we suspect, are the reports from Maryland and Missouri, containing such wealthy cities as Baltimore and St. Louis. In the Blue Book of Southern Progress, from which some of these figures are taken, Maryland and Missouri usually are classed as Southern states.

But we must face the statistics fairly. The per capital cost of education in the South—and most of the South can be fairly compared with Georgia—is $8.11, while in Georgia it is $6.62. The average teacher's salary in the South is $765, in Georgia it is $640.

True, Georgia has many negro school teachers. But so have most of the other Southern states.

Our state is spending a large sum of money for education but is not putting out to the extent that its neighbors on the average are putting out.

Education - 1937
Common Schools, Condition of.

Georgia.

Savannah, Ga., News
January 14, 1937

# URGE FACILITIES FOR NEGRO SCHOOLS

1-14-37

## Committee Plans to Present Several Projects

The Committee for the Advancement of Negro Education met yesterday at 12 o'clock. The school survey unit, Rev. G. O. Taylor, chairman, presented the report detailing figures as to the attendance, transportation and calling attention to the need of a regular negro officer as assistant in that field. The absentees in certain schools for the six weeks periods have exceeded the average daily attendance. Distances from the school, weather conditions, trivial matters and lack of school interest were contributing causes for the large absence list in colored schools, according to the report. The education committee went on record for the urgent need for a sympathetic attendance officer to help meet the problem of non-attendance of colored children. The civic unit Rev. S. B. McGlohon, chairman, reported the need of playground space in the crowded negro sections of the city. Attention was called to the fact that there is no designated place for basket ball, football and baseball for colored youth under city direction and control. Emphasis on relation of delinquency to play activity for youth and leisure time occupations for adults. H. S. Bounds said that the problem is a big one for the whole country and that citizens of Savannah ought to be urged to get behind these movements in the interest of a better citizenship of tomorrow.

Maggie Canty, president of the P.-T A., appeared before the body in the interest of a West Side nursery unit under WPA sponsorship. The nursery unit should center in the neighborhood of Cuyler School at the unused Duffy street hall. She also presented the need for a new senior high school unit built and equipped as such with an ample auditorium. The committee was asked to get into the field and help the association in putting before the Board of Education, the WPA, and the public, the urgent needs of the pre-school children and of children of the senior high school level.

Mrs. Henry Hodge said that the white senior high school will soon be completed and it is desirable at this point to present to the Board of Education and the public the needs while the WPA has the money and the labor to provide such. Participating in the conferences were: Mrs. Henry Hodge, H. S. Bounds, Fred Rosen, Rev. G. B. Taylor, Rev. S. B. McGlohon, Dr. J. W. Jamerson, Rev. C. H. Richmond, Rev. G. Caution, Rev. J. Q. Adams, Principal M. G. Haynes, Dr. George Solomon and Principal J. W. Hubert. J. W. Jackson was a visitor from the new West Savannah School now building.

Special committees were named to study and present the playground and parks space situation in congested negro sections. H. S. Bounds, Rev. G. Caution, Rev. S. B. McGlohon, M. G. Haynes and Dr. Solomon; to co-operate with the high school P.-T. A. in securing a West Side nursery, a new high school unit and auditorium: Fred Rosen, Dr Solomon, J. W. Jamerson, W. H. Hopkins, J. Q. Adams and C. H. Richmond. Volunteering assistance by personal approaches to authorities in procuring all the worthwhile projects, Mrs. Henry W. Hodge was selected.

---

Eastman, Ga., Times-Journal
May 6, 1937

# *Keeping the Record Straight*

The Dodge County Advertiser says Eastman would have had a beautiful park and swimming pool partly financed through the Federal government, a Negro school building and a building and loan association had it not been for the opposition of The Times-Journal editor and his attacks on the city administration.

The Times-Journal editor heartily favored the swimming pool and offered to contribute to it financially. He also approved the building and loan association project, but was not financially able to invest in stock at the time it was proposed.

We did oppose the issuance of bonds with which to build a Negro school, and would have under similar conditions opposed an issue of bonds for any purpose on earth except to prevent our people from starvation or death from disease.

Certainly the Negroes should have had a school building long ago, and had the city authorities properly conserved the city's resources and paid to the city board of education its rightful portion of the taxes levied for school purposes, with the $1,500.00 insurance collected on the old Negro school building, and the aid that could have been easily secured from the Federal government, TWO Negro school buildings could have been built without bonds.

The Times-Journal had nothing whatever to do with preventing sale of the Negro school bonds, however. The truth of the matter is that the financial condition of the city was and is such that no one could be found to invest in the bonds. It is also true that many valuable opportunities were lost to Eastman because of the fact that the city was bankrupt and had no money with which to match Federal funds.

---

# SCHOOLS' OUTLOOK BRIGHTER--COLLINS

Constitution

## Every White Child To Have Nine Months' Opportunity, He Says.

5-15-37
Atlanta, Ga.

LOUISVILLE, Ga., May 11.—(AP)—Painting an optimistic picture of the future of Georgia schools, State Superintendent of Schools M. D. Collins today said after July 1 "practically all white children in Georgia" will have a nine-month educational opportunity.

Collins discussed recently enacted school legislation in addressing the Louisville and Wrens Kiwanis clubs here.

---

Macon, Ga., Telegraph
May 23, 1937

### DAWSON'S NEGRO EDUCATION

From the Dawson News.

The training of colored children who lack proper home facilities is a service which has been undertaken in a very serious way by colored teachers of Dawson, and at the field day exercises held at the school here for Negro children, visitors present literally "had their eyes opened" to the work being done.

Picture a colored child from a home bare of necessities being taught, in a simple, direct way, to make his or her surroundings more livable, understand the motive which prompts these leaders to carry on, and you have an idea of the school program which is carried out from day to day. The presence of Negroes in Dawson does not constitute a problem; on the other hand, there is mutual helpfulness in the attitudes of both the white and colored races, and the early training of the Negro youth is something in which both races are interested.

It would be well for white people of Dawson who have not visited the Negro school to do so, for they will find that, along with their studies, the children are being trained in the fundamentals of wholesome living, which, after all, are the forerunners of good citizenship in later years.

DAWSON'S NEGRO EDUCATION

From the Dawson News.

The training of colored children who lack proper home facilities is a service which has been undertaken in a very serious way by colored teachers of Dawson, and at the field day exercises held at the school here for Negro children, visitors present literally "had their eyes opened" to the work being done.

Picture a colored child from a home bare of necessities being taught, in a simple, direct way, to make his or her surroundings more livable, understand the motive which prompts these leaders to carry on, and you have an idea of the school program which is carried out from day to day. The presence of Negroes in Dawson does not constitute a problem; on the other hand, there is mutual helpfulness in the attitudes of both the white and colored races, and the early training of the Negro youth is something in which both races are interested.

It would be well for white people of Dawson who have not visited the Negro school to do so, for they will find that, along with their studies, the children are being trained in the fundamentals of wholesome living, which, after all, are the forerunners of good citizenship in later years.

Telegraph
5-23-37
Macon, Ga.

LaGrange, Ga. News
October 22, 1937

# EDITORIALS

## EDITOR'S NOTE

Today we present an editorial by a guest writer who presents a subject that should receive thoughtful consideration by every person in this community. LaGrange has much to be proud of. We think that it is one of the best small cities in the entire country. No place, we believe, will you find bigger hearts or better brains than are found here. No place will you find more progressive industrialists. Our businessmen are of a high type. We are a city of beautiful homes, of churches and of excellent white schools. With all these blessings it is possible that we have become complacent and self satisfied. At any rate our guest editor points out a shameful condition that exists here—a condition that should be remedied before we again hold up our heads with pride. We recommend to your thoughtful reading the editorial which follows:

## A SALUTE TO THE NEGRO SCHOOL TEACHERS OF LAGRANGE

By George S. (Skeet) Johnson

Our Guest Editorial Writer Today

If some issue of Life or News Week in the near future has within its covers pictures of children sitting three and four to a desk, huddled and cramped in a squalid school room—it will probably bear the caption "Schooling in Georgia". If the faces of those children are those of negro boys and girls the pictures will likely be resented in the South.

If glaring headlines of some paper some day tell the story of gruesome tragedy—helpless children trapped in a burning frame building—then there will be a sadness. If the details are of some Southern school telling of burned negro children it would be resented in the North.

In any event if either had a date line "LaGrange, Georgia" it would be resented in LaGrange.

Yesterday a group representing a project committee of local Lions Club saw 102 negro children jammed into two school rooms—two rooms of an ordinary dwelling converted into a "School". Improvised blackboards gave testimony of eager minds and anxious hands. Cracked and dingy walls told a story of years of use. Seven grades of children from six to sixteen years of age seeking learning. It is easy to understand the difficulties wherein seven different grades were taught in the same classroom.

Such things give inspiration to such plays as Tobacco Road and yes—Dead End. Authors who portray the Southern Share Cropper and the East side racketeer. They are isolated cases. It is a narration of how the other half lives.

Is there anything to be accomplished by pointing a long accusing finger Northward and saying "Yeah, but look at your tenements and slums". Hardly.

Who is to blame? Certainly not a Board of Education that has stretched its dollars and has given so generously of its time, or our council which has zealously done all it could. It is more involved than that. It's a long story.

The suffering will be alleviated to be sure. The time may be distant but it will come to pass.

Few citizens are heavily burdened with taxes to educate the many. The solution will come. How? We know not how soon but—

When the candid cameraman gets his shot and the news writer pens his story he will have to include the teachers, to give the entire picture. If "Carrying On" in its noblest sense was ever depicted it is among those fourteen or more teachers who are day after day found at their desks. One for eighteen years has drilled daily the fundamentals of learning to children crowded in class rooms. Orderly the children came to the front of the room in relays to warm by an open fire. At regular intervals groups were permitted to visit in the neighborhood for a drink of water. Every handicap taken in their stride. It is not the cold or the lack of water we were thinking of so much—that was bad, but the gallantry of those teachers!

LaGrange salutes its negro teachers.

College ~~trained~~, versatile ~~and~~ cultured, they are excellent pedagogs. Pains taking, brave and gallant they are wonderful citizens. We are proud of them.

Education - 1937

Louisiana.

Common Schools, Condition of.

Homer, La., Journal
March 17, 1937

# NEGRO SCHOOL BUILDING VERY BADLY NEEDED

28x

Last Monday afternoon the writer visited the Negro school in Homer and personally inspected the makeshift building being used for school purposes. We wish every voter in this school district could see the conditions under which these colored people are working. The building is badly in need of repairs, is a firetrap, and the type of building used, it would be a waste of money to repair.

We found rooms 18x18 in which 50 children were being housed for school purposes. Every room in the building was crowded with the exception of an assembly hall which is being used as a study hall and class room. Stoves in which wood is burned are used for heating, making the fire hazard much greater.

The conditions prevailing at this building are hard to believe, and much harder to picture in words, and for that reason we would like for the voters to see for themselves before passing upon the tax question to be settled on the 30th of this month.

The two mills asked for the purpose of building a new building is needed, beyond any doubt. The colored people deserve this consideration at our hands, and we unhesitatingly recommend the voting of the two mill tax for a suitable building to house our colored school.

In two years the two mills voted to repair the Grammar School building will expire, and the taxpayers will only pay the same rate of taxation after this period of two years as he is now paying, with the building tax for the colored school building voted.

It will not be a burdensome tax for the next two years to pay, and as the need is so urgent, we again recommend to the taxpayers that they vote the two mill building tax, and give a much needed relief to the colored people of our community.

Education - 1937
Common Schools, Condition of.

Michigan.

# WHITES ELECT RACE MAN TO PRESIDENCY OF SCHOOL BOARD

### By EARL J. MORRIS

LANSING, Mich., July 29—Prince Drewry, a Tuskegee graduate, who has been a member of the school board of Mt. Clemens, famous health resort, for the past five years, was elected president of the Board of Education here last week. Mt. Clemens, a small town of 3,000 population, is in Macomb County, sister county to Wayne, where Detroit is located.

There are 1,000 colored residents in the town. The election saw his four colleagues, all white, cast their ballots for him.

Drewry is the only Negro in the state to ever have been elected to this position. Before his election last week, he had served as treasurer for the Board for three years.

Drewry was nominated and elected five years ago by the majority vote of the population. During his tenure, he succeeded in having appointed four race women as teachers. There are 12 teachers in all, in the district.

The new President also serves the state as a clerk in the Operators' License Bureau in the Secretary of State's office.

Pittsburgh Courier
7-31-37

7-31-37

7-31-37

Education - 1937

Mississippi.

Common Schools, Condition of.

McComb, Miss. Enterprise
September 20, 1937

## NEGRO PAPERS COMMENT

Now don't squawk when you read this. It is the reproduction of a syndicated article which appeared in sixty-seven Negro newspapers throughout the country and which is based upon an editorial which appeared in the Daily Enterprise.

There is nothing in this article that even faintly touches upon social equality and the other kinds of bunk that is usually associated with this subject when discussed. The fact is that we look upon the Negro problem as an economic problem and until the South recognizes it as such there will be retarded growth and development; retarded just to the extent that our people refuse to confront the issue. Anyhow, here's the article for your approval or disapproval. It was syndicated by an organization known as "The Negro Associated Negro Press" with headquarters in Chicago:

### White Mississippi Editor Hits School Inequalities

Although education facilities for whites are outstanding, the other half of the population of Mississippi is "sadly neglected" and remains at a standstill according to an editorial recently in the McComb Enterprise, Mississippi daily, which calls for a change in state educational policies.

Fifteen counties have no high schools for Negroes and these represent one fourth of the area of the state, the paper pointed out, adding that there are 184,480 educatable Negro children in 53 counties who have no high school facilities outside of the towns and cities. At the same time there are 18,480 Negro farm owners who till 1,493,491 acres of land valued at $19,034,243.

"Salaries of Negro teachers in Mississippi today are practically the same as they were 47 years ago," the white daily said. "This fact in itself has been a crushing problem in the advancement of education. Other salaries to educational workers have advanced tremendously during the past years."

After asking, "What is the purpose of education," the editorial continued:

"If people are laboring under the idea that education is purposed to eliminate work then most certainly the wrong interpretation is held. Yet many individuals attempt to put this construction on the problem when applied to Negro education.

"The cold truth is that education affects everything. Without it our death rate is higher and you cannot have Negroes dying from disease without white people succumbing to the same infections. Without proper conceptions our criminal dockets are heavier and the toll of crime is far greater. The same situation is true in the economic structure of our commonwealth. No getting around the facts no matter how well entrenched our prejudices may be.

"Until Mussolini can do anything with Ethiopia he must apply the rules of education and the problem can be solved in no other way in Dixie.

"The state department of education has worked out a definite educational program for the Negroes. On the elementary grade level, the state proposes to teach all the children of the race how to read, how to write, how to talk, how to use numbers, how to use their hands in doing their work and in earning a living, how to be clean and healthy; how to be honest, truthful, courteous and how to have respect for property.

This program, it is believed, is based upon their needs, is sane and constructvie, and will contribute to the general uplift of the race. This program, if carried out in all the schools of the state through the grammar grades, will be a decided improvement over anything that has ever been done for this racial group in the past.

"It is the plan of the state department ment of education, according to P. H. Easom, who is in charge of Negro education, to develop at least one good institution of high school grade in each county, or at least in reach of the high school children of each county.

"High school facilities will improve conditions in Mississippi if given to Negro children. If this is not so then common sense and reason is all wrong and this writer has a false conception of what is right and necessary.

"So the question is asked, 'Is this a problem in Mississippi?' The question is asked and the readers are requested to draw their own conclusions."

Missouri.

Education-1937

Common Schools, Condition of.

# PARENTS BEHIND STUDENT STRIKE

## Whites Object to Negro on School Board; Regular Small Town Mess

Call

SOUTH KINLOCH PARK, Mo.—The 10-year-old fight between Negro and white residents of the Kinloch district flared up again Monday morning, April 12, when white mothers and fathers led 350 students and pupils of the 10-room public school at Nuroad, St. Louis county, an unincorporated community adjoining South Kinloch Park on the north, in a demonstration and strike.

The strike continued Tuesday.

As an outgrowth of the election Tuesday, April 6, when Negro residents of the district outvoted white residents two to one on the question of keeping the Kinloch school district intact, the white residents, carrying an American flag and banners inscribed with their demands, marched and marched, beating tin pans and wash tubs in front of the white school building.

### Only Six to Classes

Kansas City

When the bell rang for morning classes, only six small children went to their rooms and were taught by four of the white school's 11 teachers. The other pupils, 150 of whom are high school students, continued to strike and marched back and forth in front of the school.

Inscriptions of some of the banners carried in the picket line read: "We want separate schools;" "Abolish taxation without representation"; "We demand a separate school board"; "We pay the most taxes and we want our own school board!"

By noon Monday only a few of the strikers remained in the march. Most of the parents ran home with their little tots because the weather was chilly. The boys had scampered off to a nearby vacant lot to play baseball.

Mrs. Harry Beaman and Mrs. Gus Spirz, two of the white mothers who led the demonstration, said the Nuroad citizens met in the community hall Sunday afternoon and voted to keep their children out of school until the district is divided and the Nuroad community is given its own school board.

But in Kinloch the 7,000 residents, led by citizens who have been close to the fight ever since the Negro citizens succeeded in electing the Rev. W. L. Johnson to the board 10 yars ago, began to hold meetings to discuss the action of their white neighbors.

### Moved There Years Ago

Ten years ago there were four Negro residents in the Kinloch district to every white resident. Today the Negro residents outnumber the whites seven to one. Both Negro and white residents moved into the district about the same time 25 or 30 years ago. The whites congregated into a small settlement along the northern edge of the district **while the Negro continued to spread further south.**

**Standing in his auto shop on McArthur at Lix Monday evening, John A. Miller, a member of the Optimistic Circle and one of the 12 councilmen, told the 10-year story of the school fight to the Call reporters.**

**The white residents of the district became alarmed 10 years ago when Kinloch citizens elected the Rev. Mr. Johnson to the board, Miller said, and began a campaign to separate the district so they could have a school board of their own.**

**But John Behle, white, brother of Charles H. Behle, who was elected by Negro residents April 6 along with the Rev. Mr. Johnson, took money out of his own pocket and hired a lawyer in support of the Negro ctizens' demand that the district be kept intact. Behle and the Negro citizens won that fight.**

**Three years ago the Negro citizens elected George A. Pfitizinger Jr., white, whose name had been suggeestd by the Rev. Mr. Johnson because Pfitizinger said he was with the Negroes.**

### Turned Against Negroes

**Soon after he had been made president of the district board Pfitizinger turned his back on the Nero citizens, Miller said, and began to fight with the other white citizens for two separate districts and school boards.**

**Shortly before the recent election, members of the Optimistic Circle appointed Miller and Leslie Swaizy, well known lumberman, to interview nine white candidates who were out for election to the school board.**

"We interviewed the nine men," Miller said, but were not satisfied with any of them because we wanted to be certain of a man who would fight for our cause and not one who would turn his back on us as soon as he was elected to office."

Miller and Swaizy and other citizens then went to John Behle, who had been fair to Negro citizens 10 years ago. Behle refused to run for the board but said he would support his brother, Charles Behle, with his time and money.

**When the final votes were counted, the white citizens of Nuroad went into a huddle, Miller said, because they knew quite wll with the Rev. Mr. Johnson and the brother of John Behle on the board they could never separate the district by going to the poles and voting. The only representative of the board favoring separating the district is Richard W. Mueller, white, who was reelected.**

**Because of the heated sentiment existing between citizens of the two neighboring unincorporated communities, the board of arbitration that met at the Clayton city hall yesterday, Thursday, was appointed by County Superintendent of Schools Rufus Grant Russll. Russell refused to publish the names of the three "disinterested parties" before they met Thursday. Russell said the decision of the arbitration committee will be final.**

### Rev. Johnson Arrested

**Pftizinger** had the Rev. Mr. Johnson arrested last January on a warrant charging the minister with grand larceny. Pfitizinger said the minister stole from him a petition signed by Negro residents asking the school board to select another site for a new high school for Kinloch. The PWA refused to approve construction of the school on the site that the Rev. Mr. Johnson approved near the present Dunbar school at McArthur and Lix avenues.

A new high school for whites to cost about $30,000, is now under construction at Nuroad.

A total of 1,200 students attend the day and night school classes at the Vernon, Holy Angel and Dunbar schools in South Kinloch Park, and are taught by 23 teachers. The Holy Angel school is a Catholic institution. The Vernon school is financed by Ferguson, Mo., a small town adjoining Kinloch on the east. Teachers in the schools of Kinloch each receive $5 less per month than the white teachers at Nuroad.

Among the Kinloch citizens who have given their time and money during the past 10 years to keep the district intact are: Lawrence Payne, Dr. William R. Arthur, Charles Folwell, John Miller, the Rev. Mr. Johnson, Horace Irby, Dr. Collins, Col. William Hughes, Dr. James Raniey, Lesie Swaizy, Col. William Butler, Willie Drake, George Williams, Mrs. Ethel Bracy, Mrs. Sarah Miller and Mrs. Mattie Bell.

Among the younger men who have become deeply interested in the school fight are: Dr. James Sneed, Charles Head, John Turner and the Boyd brothers.

The Rev. Mr. Johnson, the one Negro member of the board of education, said that the strike is led by George Pftzinger Jr., defeated on April 6 in his race for school board president.

He said the strike is "not for separation but for segregation and discrimination."

---

# FIGHT ON KINLOCH SCHOOLS

Argus

## White Children Stage A Strike. Want Separate School District. Claim Negroes Pay Less Tax.

4-16-37

**BULLETIN**

**The hearing of the separation of the School District at Clayton, Thursday afternoon, was continued until Saturday morning at 9 o'clock.**

St. Louis, Mo.

The prolonged school fight of the 2,000 white residents of Kinloch Park against its 8,000 colored residents in the South Kinloch section reached a climax Monday when 300 white children of the Nuroad School led by their parents went on a strike. They vowed that they would not return to the class room again until their contention for a separation of the white and colored school district is met.

### Feeling In Matter

Outvoted at the polls on the matter and also on the election of candidates for the school board, the whites decided to resort to demonstration. They were temporarily pacified by hopes that their desires would be met at ~~a meeting slated for this~~ Thursday. A Board of arbitration of four taxpayers appointed by Rufus G. Russell, superintendent of the St. Louis County Schools was scheduled to meet at the time to cast a vote on whether the school districts shall be separate. In case of a tie Russell was slated to cast the deciding vote.

The whites want to form their own school district, contending that they pay 85 per cent of the taxes and the Negroes get more than their share for schools. The fight began 10 years ago and has never ceased.

An Argus reporter learned that the action which has delayed the construction of a new Negro high school with the aid of PWA funds was evidently due to spite work. Contentions over a site halted the construction.

### Site Fight An Example

'Geo. Pfitzinger, Jr., defeated for president of the board in the election, April 6, was reported to have been one of the principal instigators of the fight for the separate districts and to have circulated a petition opposing a school site which the majority of the Negroes were said to desire for the high school. The Builders Club of which Dr. Rainey is president through their attorney. George L. Vaughn, obtained a temporary injunction to prevent the purchase of the Hammond site for the school. The contentions were that the site was hilly, away from paved roads, and light and water systems and was a draining ground for Kinloch. The group also contended that the Bailey site located at Licks and Courtney where lights, water and streets were accessible was the choice of the colored residents. It was also set forth that the Bailey site of five acres cost only $3,500 whereas the Hammond site of one acre costs three times that amount and that the state would not aid with a site under five acres.

### Negroes Pay Taxes

The claim of higher taxes made by the whites is understood to be based principally on the revenue obtained from the rich Country Day School, the railroad and street car right of ways which run thru Kinloch. The unincorporated communities have a thriving Negro population however. In South Kinloch there are 40 colored concerns including stores, barber shops, beauty parlors, undertaking establishments, a picture show, and 32 churches. There are four physicians. Drs. James Collins, W. R. Arthur, J. Dorsey and Rainey and a dentist, Dr. G. M. Sneed.

The Dunbar high and grade of a main brick building with 14 rooms and a two-room portable. There are 559 grade school students and 89 high school students in the schools, D.C. Smith graduate of U. of Kansas and member of the Sigma Alpha Epsilon, honorary literary society, is principal of the schools. There are 5 teachers in the high school, Wm. J. Hopson, John Corneal, Jr., Grace Wilson, Clarence English and Henry Von Avery. The grade school has 12 teachers, Misses L. C. Cole, Lucy Thomas, Mildred Huff and Emma McAllister; Mesdames, Dempsey C. Hurston, and E. B. Hill and Messrs. Sylvester Smith, T. A. Catlyn, V. C. Arthur, and M. I. Taylor. The high school was started in 1935 with the aid of PWA funds. The late Orthe Roberts, then principal was largely responsible for its establishment.

### Latest Loss Hurt

At the election April 6, the

Education-1937
Common Schools, Condition of
Missouri.

# PARENTS BEHIND STUDENT STRIKE

## Whites Object to Negro on School Board; Regular Small Town Mess

Call 4-16-37
Kansas City, Mo.

SOUTH KINLOCH PARK, Mo.—The 10-year-old fight between Negro and white residents of the Kinloch district flared up again Monday morning, April 12, when white mothers and fathers led 350 students and pupils of the 10-room public school at Nuroad, St. Louis county, an unincorporated community adjoining South Kinloch Park on the north, in a demonstration and strike.

The strike continued Tuesday.

As an outgrowth of the election Tuesday, April 6, when Negro residents of the district outvoted white residents two to one on the question of keeping the Kinloch school district intact, the white residents, carrying an American flag and banners inscribed with their demands, marched and marched, beating tin pans and wash tubs in front of the white school building.

**Only Six to Classes**

When the bell rang for morning classes, only six small children went to their rooms and were taught by four of the white school's 11 teachers. The other pupils, 150 of whom are high school students, continued to strike and marched back and forth in front of the school.

Inscriptions of some of the banners carried in the picket line read: "We want separate schools;" "Abolish taxation without representation"; "We demand a separate school board"; "We pay the most taxes and we want our own school board!"

By noon Monday only a few of the strikers remained in the march. Most of the parents ran home with their little tots because the weather was chilly. The boys had scampered off to a nearby vacant lot to play baseball.

Mrs. Harry Beaman and Mrs. Gus Spirz, two of the white mothers who led the demonstration, said the Nuroad citizens met in the community hall Sunday afternoon and voted to keep their children out of school until the district is divided and the Nuroad community is given its own school board.

But in Kinloch the 7,000 residents, led by citizens who have been close to the fight ever since the Negro citizens succeeded in electing the Rev. W. L. Johnson to the board 10 yars ago, began to hold meetings to discuss the action of their white neighbors.

**Moved There Years Ago**

Ten years ago there were four Negro residents in the Kinloch district to every white resident. Today the Negro residents outnumber the whites seven to one. Both Negro and white residents moved into the district about the same time 25 or 30 years ago. The whites congregated into a small settlement along the northern edge of the district **while the Negro continued to spread further south.**

**Standing in his auto shop on McArthur at Lix Monday evening, John A. Miller, a member of the Optimistic Circle and one of the 12 councilmen, told the 10-year story of the school fight to the Call reporters.**

**The white residents of the district became alarmed 10 years ago when Kinloch citizens elected the Rev. Mr. Johnson to the board, Miller said, and began a campaign to separate the district so they could have a school board of their own.**

**But John Behle, white, brother of Charles H. Behle, who was elected by Negro residents April 6 along with the Rev. Mr. Johnson, took money out of his own pocket and hired a lawyer in support of the Negro ctizens' demand that the district be kept intact. Behle and the Negro citizens won that fight.**

**Three years ago the Negro citizens elected George A. Pfitizinger Jr., white, whose name had been suggeestd by the Rev. Mr. Johnson because Pfitizinger said he was with the Negroes.**

**Turned Against Negroes**

**Soon after he had been made president of the district board Pfitizinger turned his back on the Negro citizens, Miller said, and began to fight with the other white citizens for two separate districts and school boards.**

**Shortly before the recent election, members of the Optimistic Circle appointed Miller and Leslie Swaizy, well known lumberman, to interview nine white candidates who were out for election to the school board.**

**"We interviewed the nine men," Miller said, but were not satisfied with any of them because we wanted to be certain of a man who would fight for our cause and not one who would turn his back on us as soon as he was elected to office."**

**Miller and Swaizy and other citizens then went to John Behle, who had been fair to Negro citizens 10 years ago. Behle refused to run for the board but said he would support his brother, Charles Behle, with his time and money.**

**When the final votes were counted, the white citizens of Nuroad went into a huddle, Miller said, because they knew quite wll with the Rev. Mr. Johnson and the brother of John Behle on the board they could never separate the district by going to the poles and voting. The only representative of the board favoring separating the district is Richard W. Mueller, white, who was reelected.**

**Because of the heated sentiment existing between citizens of the two neighboring unincorporated communities, the board of arbitration that met at the Clayton city hall yesterday, Thursday, was appointed by County Superintendent of Schools Rufus Grant Russll. Russell refused to publish the names of the three "disinterested parties" before they met Thursday. Russell said the decision of the arbitration committee will be final.**

**Rev. Johnson Arrested**

**Pftizinger had the Rev. Mr. Johnson arrested last January on a warrant charging the minister with grand larceny. Pfitizinger said the minister stole from him a petition signed by Negro residents asking the school board to select another site for a new high school for Kinloch. The PWA refused to approve construction of the school on the site that the Rev. Mr. Johnson approved near the present Dunbar school at McArthur and Lix avenues.**

A new **high** school for whites to cost about $30,000, is now under construction at Nuroad.

A total of 1,200 students attend the day and night school classes at the Vernon, Holy Angel and Dunbar schools in South Kinloch Park, and are taught by 23 teachers. The Holy Angel school is a Catholic institution. The Vernon school is financed by Ferguson, Mo., a small town adjoining Kinloch on the east. Teachers in the schools of Kinloch each receive $5 less per month than the white teachers at Nuroad.

Among the Kinloch citizens who have given their time and money during the past 10 years to keep the district intact are: Lawrence Payne, Dr. William R. Arthur, Charles Folwell, John Miller, the Rev. Mr. Johnson, Horace Irby, Dr. Collins, Col. William Hughes, Dr. James Raniey, Lesie Swaizy, Col. William Butler, Willie Drake, George Williams, Mrs. Ethel Bracy, Mrs. Sarah Miller and Mrs. Mattie Bell.

Among the younger men who have become deeply interested in the school fight are: Dr. James Sneed, Charles Head, John Turner and the Boyd brothers.

The Rev. Mr. Johnson, the one Negro member of the board of education, said that the strike is led by George Pftzinger Jr., defeated on April 6 in his race for school board president.

He said the strike is "not for separation but for segregation and discrimination."

---

# FIGHT ON KINLOCH SCHOOLS

Argus

## White Children Stage A Strike. Want Separate School District. Claim Negroes Pay Less Tax.

4-16-37

**BULLETIN**

**The hearing of the separation of the School District at Clayton, Thursday afternoon, was continued until Saturday morning at 9 o'clock.**

St. Louis, Mo.

The prolonged school fight of the 2,000 white residents of Kinloch Park against its 8,000 colored residents in the South Kinloch section reached a climax Monday when 300 white children of the Nuroad School led by their parents went on a strike. They vowed that they would not return to the class room again until their contention for a separation of the white and colored school district is met.

**Feeling In Matter**

Outvoted at the polls on the matter and also on the election of candidates for the school board, the whites decided to resort to demonstration. They were temporarily pacified by hopes that their desires would be met ~~at a meeting slated~~ for this Thursday. A Board of arbitration of four taxpayers appointed by Rufus G. Russell, superintendent of the St. Louis County Schools was scheduled to meet at the time to cast a vote on whether the school districts shall be separate. In case of a tie Russell was slated to cast the deciding vote.

The whites want to form their own school district, contending that they pay 85 per cent of the taxes and the Negroes get more than their share for schools. The fight began 10 years ago and has never ceased.

An Argus reporter learned that the action which has delayed the construction of a new Negro high school with the aid of PWA funds was evidently due to spite work. Contentions over a site halted the construction.

**Site Fight An Example**

Geo. Pfitzinger, Jr., defeated for president of the board in the election, April 6, was reported to have been one of the principal instigators of the fight for the separate districts and to have circulated a petition opposing a school site which the majority of the Negroes were said to desire for the high school. The Builders Club of which Dr. Rainey is president through their attorney, George L. Vaughn, obtained a temporary injunction to prevent the purchase of the Hammond site for the school. The contentions were that the site was hilly, away from paved roads, and light and water systems and was a draining ground for Kinloch. The group also contended that the Bailey site located at Licks and Courtney where lights, water and streets were accessible was the choice of the colored residents. It was also set forth that the Bailey site of five acres cost only $3,500 whereas the Hammond site of one acre costs three times that amount and that the state would not aid with a site under five acres.

**Negroes Pay Taxes**

The claim of higher taxes made by the whites is understood to be based principally on the revenue obtained from the rich Country Day School, the railroad and street car right of ways which run thru Kinloch. The unincorporated communities have a thriving Negro population however. In South Kinloch there are 40 colored concerns including stores, barber shops, beauty parlors, undertaking establishments, a picture show, and 32 churches. There are four physicians. Drs. James Collins, W. R. Arthur, J. Dorsey and Rainey and a dentist, Dr. G. M. Sneed.

The Dunbar high and grade of a main brick building with 14 rooms and a two-room portable. There are 559 grade school students and 89 high school students in the schools. D.C. Smith graduate of U. of Kansas and member of the Sigma Alpha Epsilon, honorary literary society, is principal of the schools. There are 5 teachers in the high school, Wm. J. Hopson, John Corneal, Jr., Grace Wilson, Clarence English and Henry Von Avery. The grade school has 12 teachers, Misses L. C. Cole, Lucy Thomas, Mildred Huff and Emma McAllister; Mesdames, Dempsey C. Hurston, and E. B. Hull and Messrs. Sylvester Smith. T. A. Catlyn, V. C. Arthur, and M. I. Taylor. The high school was started in 1935 with the aid of PWA funds. The late Orthe Roberts, then principal was largely responsible for its establishment.

**Latest Loss Hurt**

At the election April 6, the

separate school district proposition and Pfitzinger were defeated by votes of 495 against 245 when the colored voters opposed them almost enmasse. The winner over Pfitzinger, Carl D. Behle, who was elected president had the colored backing. Rev. W. L. Johnson, prominent pastor and business man, and Richard Mueller white are the other members of the board and since only Mueller favors splitting of the district, the whites argue that the Negroes have control of the Board.

The Rev. Johnson told a reporter that the whites were motivated by prejudice and a desire for segregation. He stated tha he was certain that South Kinloch is paying its share of taxes He has been a leader in the figh for the Negroes' school rights and efforts are being made to fasten a charge of taking a petition favoring the school site opposed by colored residents. Pfitzinger made the charges.

A white high school is under construction with PWA funds at an estimated cost of $30,000 while a PWA grant for the colored high school is being delayed by the site fight. It is expected to cost more due to a larger number of colored high school students.

---

# Minority Rule?

Call

The inconsistencies and absurdities of race prejudice are almost unbelievable. Even the well-established American principle of majority rule is not in conformity with its workings. Mark the situation in Kinloch, an unincorporated suburb of St. Louis.

4-16-37

Originally Kinloch was a Negro community. The majority still is Negro. When whites moved in, separate schools were provided in conformity with Missouri law. Naturally the state law also was followed in the choosing of the school authorities. The present school board consists of two whites and one Negro member. The whites, though less in number, have a new school under construction, a PWA grant. The Negroes are still without a new building.

Kansas City, Mo.

All in all, whites have nothing to complain of. But like the rich man who coveted the poor man's one ewe lamb, they and their children are trying to compel the division of the system so that they will have a separate school board. They say, "We want our taxes for our schools." They want no rule of the majority.

In some other parts of Missouri all-white school boards elected under the same state law provide education for white children and none for Negroes, though school funds are derived from taxes paid in by all. The Kinloch board serves both. Its offense is that one Negro member.

The objectors moved next to Negroes. They knew then that all had the right to vote. Now they object because the minority cannot dictate to the majority.

Nullifying the rule of the majority chokes off democracy at its very roots. The people have no other way to express their will. Race prejudice is gone mad when it objects to officials duly elected.

These protesting whites make no charge of incompetence or maladministration against the school officials they object to. They simply say one is a Negro and that the other was elected by Negro votes. Their demand for "our rights" evidently means that no man can have Negroes' aid in election. In other words, seventy years after the Civil war they reject its result.

The children who are "on strike" in an attempt to nullify the rule of the majority are getting a poor start in Americanism. The after years will show how much the commonwealth has suffered because they do not abide by the rules of the game. On the other hand, the Negroes, who have known nothing else than to be denied both their needs and their wants, because they were a despised minority, will be the better off and be the better neighbors now that they, through pioneering and sacrifice, have built a hometown where they are the majority.

Education - 1937

Common Schools, Condition of

Missouri.

St. Louis Argus

St. Louis, Mo.

7-2-37

## SOME THINGS WE HATE TO KNOW

The trial of the case in which the colored people of this community sought to enjoin the School Board from building an elementary school on the Vashon High School site brought to light some things we get no pleasure out of knowing.

The deeper the case was gone into, the greater the revelations as to just how the School Board has, from time to time, manipulated things so as to rob the colored people of their just rights as citizens, teachers and patrons of the school. The thing which gave us no pleasure was the revelation which showed that all of this discrimination originated in, and came from the office of the Superintendent of Schools. Of course, we do not make the charge here that all of these things were put into operation since Mr. Gerling has been superintendent; but by far, too many of them have been instituted and carried under his regime, to make us have faith in his sincerity. We make this statement with reference to Mr. Gerling because with his induction into office of Superintendent of Schools, judging from his own statements, we had a deal of respect for his honest and good intentions as an administrator of public school affairs. But since we have seen a "close up" of him during this trial, where facts and proofs were required to back up his statements, we have become very much disillusioned, to say the least. It has made us feel very much like the child who has had simple faith in his parents, only to find them false. Hence, we were faced with, and compelled to sit and hear, some things we hate to know. Mr. Gerling, during his testimony, as well as during his utterances on the question otherwise, has jumped from "pillar to post" to the extent that even a member of the Board has charged a juggling of figures, making it hard for anyone to get the facts.

Fighting desperately to carry out his plan to force the location of this building in this undesirable place, it appears to us as though Mr. Gerling's attitude is "all things are fair in love and war," in that he has not been the least choicy as to the method used. In fact, during his testimony at times we were reminded of the story of Dr. Jekyl and Mr. Hyde. At one moment everything was perfectly clear in his mind, but the next moment, he suddenly suffered a lapse of memory, when questioned along certain lines.

It was shown at one time that the methods of promotion have been so manipulated that the Negro teachers actually receive less pay than white teachers, for the same sort of work and length of service; that the elementary school teachers in the Negro schools are forced to carry heavier teaching loads than the white elementary school teachers, and by so doing we are deprived of about 27 elementary teachers which would be required to equalize the load. This transaction deprived the Negro of the community of about $40,000 a year in salaries, which are justly due them. This, we understand is done in the interest of "economy." We assume, however, that this trimming and "chiseling" helps to provide expensive cars and chauffeurs for Mr. Gerling, Mr. Geo. W. Sanger and Mr. Phillip J. Hickey. To say the least, we are pleased that one member of the Board, Mr. Eagleton, is investigating.

Another thing which we think is a pretty true expression as to the attitude of the School Board toward the Negro, is the fact that at the Board of Education building, at 911 Locust street, of all the employees, which runs to nearly 100, there is not one Negro employed, not even a janitor or a charwoman.

We mention these things because the Board of Education is maintained and operated from the taxes of the citizens of the city and state. The colored people are just as entitled to some of the jobs at this building as are the whites. When we consider that only race prejudice and racial discrimination keeps them out, then the public will understand more about why we complain about not receiving a square deal from the Board of Education.

---

Argus

12-10-37

St. Louis Mo.

# COURT BARS BOARD FROM BUILDING IN THE HIGH SCHOOL'S YARD

## Judge Kirkwood In Sweeping Decision Says School Board Abused Discretion

After holding the case under advisement since its submission last summer, Judge Robert J. Kirkwood of Division No. 3 of the Circuit Court rendered his decision Monday morning, "perpetualy enjoining and restraining" the Board of Education of the City of St. Louis from erecting a grade school building on the Vashon High School site. The opinion of the court was broad and sweeping in its nature and fully sustained the contentions of the plaintiffs that the Board of Education was about to furnish inferior, indequate and different educational facilities to Negro grade children, and about to render the facilities at the Vashon High School inferior, inadequate and different, from such facilties privileges and advantages furnished by the board to children attending other schools of similar grade, contrary to law.

### Denied Opportunity of Protest

It will be remembered that before the Board of Education made decision to let the contract for the erection of this school, that a group of citizens representing several organizations attempted to give their reasons for protesting the erection of such a school in the back yard of the Vashon School building, but the Board of Education denied this hearing, thus leaving nothing else for the citizens to do but to take the matter into court.

The petition charged discrimination against Negro children and an abuse of its discretion by the Board of Education, and the court found these facts to be true and rendered its judgment accordingly.

In support of his decision, Judge Kirkwood filed a nineteen page memorandum, setting forth his findings and the principles of law which govern the case. After citing the provisions of the Constitution of Missouri and of the statutes governing the question of schools for Negro children and others and quoting from numerous authorities on the subject, Judge Kirkwood said: "It is therefore clear beyond controversy that Negro children are entitled to a right under the law to free public education under conditions fairly equal to those provided for other children, and that this court is empowered and obligated to prevent a violation of that right by defendant School Board."

Judge Kirkwood stated that "the real question in this case and the only one requiring serious consideration, is whether or not the action of the Board will discriminate against Negro children in violation of their rights." Further on, he says "if the location of the new school also measurably degrades another existing school for Negro children, then that certainly is discrimination as measured by any understandable theory of justice."

The court held that the erection of the new grade school on the Vashon site would degrade that school below the "prevailing standard of high school facilities afforded other children," and that the new grade school so located "will afford grade school facilities materially less advantageous than those provided in new schools for other children."

Answering the contention of the Board of Education, that it had in contemplation the erection of high schools for white children and elementary schools for white children on the same tract or plot of ground," the court said:

"It is inconceivable that the Board could be permitted to excuse the erection of inadequate facilities for Negro children on the theory that the Board has suddenly arrived at the intention of providing that same type of inadequate facilities for white children contrary to the prior practice and standard.

"This, in effect, would mean that the Board could consciously and intentionally discriminate against Negro children when a new school was built, by merely arriving at the intent for the time being of making that type of school the future standard.

After having done that, of course, the Board could, when it started to build a new school for white children, merely change its intent again. Manifestly, the law would not permit any specious maneuver of that kind to accomplish unlawful discrimination inthe guise of changes of intent by the Board."

In the same logical and forceful manner, the court disposed of the contention of the Board of Education that there were other white and colored schools which furnished less facilities than those proposed in the new grade school to be erected on the Vashon site, and, likewise, of its contention that both high school and grade school pupils are housed together at Ninth Grade Centers.

Referring to the contention of the defendants that "colored people in mass meetings, Mr. Harland Bartholomew, Dean Sidney Sweet, the Post-Dispatch and the Negro press" had expressed themselves as opposed to he action of the Board, should not be considered, the court said: "There is ample evidence to sustain the contention of plaintiffs without considering these matters."

The petition in this case was iled in November, 1936, and was supported by such organizations as the Senior N.A.A.C.P Mound City Bar Association, Youth Division N. A. A. C. P., Louis Youth Forum, St. Louis Argus, Vashon Parent-Teachers Association, 6th Ward Young Republican Club, Sumner Parent-Teachers Association, General Education Committee, St Louis Council of National Negro Congress, National Alliance of Postal Employees, Federal Matron Club, Vashon Alumni and the Cooperative Civic Association.

**Signers of the Petition Were:**
Elizabeth Gamble, Edward Bell, Mamie Chase, James H Harrison, Josiah C. Thomas Jordan W. Chambers, Rohelia Hoosier, Geo. L. Vaughn, Herbert Carter and Frank Newman

Besides the taking of some 275 pages of depositions, it required more than eleven days, covering a period of three weeks for the court to hear testimony in the case. The transcript comprised 1040 pages. On the first day of December, the court reopened the case to make formal proof of the capacity of the plaintiffs to sue as citizens and householders of the City of St. Louis.

The plaintiffs were represented by Attorneys Robert L. Witherspoon, Sidney R. Redmond and Judge Geo. L. Vaughn who served without fee.

Education – 1937
Common Schools, Condition of.

New York.

# White Instructor Is Put in Lincoln Post

## School Has Ninety-nine Per Cent Colored Enrollment With No Race Teachers

By MIGNON A. JONES

The Negro residents of New Rochelle were very disappointed and dismayed when Miss Helen Bell, white, was appointed teacher to an elementary position at the Lincoln Grammar School. The school which is located in the very heart of the city's colored community has a ninety per cent colored student body.

Amsterdam News

Last week the newly-appointed school superintendent, Harold Hunt, white, and the Board of Education, received a delegation consisting of Dr. Leon W. Scott, New Rochelle dentist; the Rev. William S. Slater, pastor of the Shiloh Baptist Church, and the Rev. Redmond S. Oden, pastor of the St. Catherine A. M. E. Zion Church. The trio represented the National Association for the Advancement of the Colored People, the church and the Negro population of the city of New Rochelle. The delegation asked for action on the suggestion that a teacher of their race be appointed by the board.

8/14/37

**Board Must Decide.**

In an interview, Mr. Hunt informed an Amsterdam News reporter that "the possibility of appointing a colored teacher had never been studied and approved by the board."

New York
N.Y.

Mr. Hunt intends to study the problem thoroughly. To do so, he must have time to see the schools in operation and especially Lincoln School, he said.

The superintendent declared that he would like to meet the leaders of the colored race so that there may be a definite understanding. "In regards to Miss Bell's appointment," he says, "that was made through the recommendations of Mr. Syme J. Smith, the assistant superintendent."

**Have 1,000 Students.**

There are 10,000 students in the public schools of New Rochelle of which 1,000 are colored. The ratio being ten to one. There are 400 white teachers and no colored, a ratio of 400 to nothing. The representatives urged some consideration be given qualified Negro teachers.

It is suggested that the N. A. A. C. P. will have to reiterate their plans and also send a list of the qualified applicants to the board. If it meets the approval of that body, there may be an appointment by the second semester providing there is a vacancy.

The New Rochelle branch of the N. A. A. C. P. has been trying for four years to get colored teachers in the New Rochelle public schools and especially in Lincoln. Just what further action the organization plans to take was not known at press time.

North Carolina.

Education — 1937

Common Schools, Condition of

Rocky Mount, N. C., Telegram
April 1, 1937

## THE SCHOOL BOND ISSUE

Many who hailed the decision of the school board to establish a twelfth grade here feel that their satisfaction would be complete if the city system could be so organized that junior and senior divisions could be established. That possibility lies within our grasp now, provided the Edgecombe county school bond issue, which will be placed before the voters on May 1, is approved.

We do not question any of the proposed construction which would come with the approval of the $250,000 bond issue for school improvements throughout the county .That Rocky Mount stands to get more than $90,000 of this sum makes it doubly significant that the issue be approved.

In addition to the proposed $31,000 addition which has been approved for the over-crowded high school, a sum of $60,000 would go for the construction of a Negro elementary school. In view of the extremely crowded conditions in the colored schools of the city, it is highly important that something be done at once to alleviate these conditions. The fact that one Negro school in use now has been condemned by the state fire marshal and is being used only by temporary permission makes it imperative that something be done about it at the forthcoming election.

---

Asheville, N. C., Citizen
July 2, 1937

# Board Asks Additional Negro School Facilities

### Charles E. Lloyd Named Welfare Officer Of City Schools

Additional negro school facilities were requested by the city school board in a resolution adopted at a meeting in David Millard school building yesterday.

The resolution will be forwarded immediately to the Buncombe county board of education which, the attorney general ruled recently, is the proper authority in such matters.

Recently the county board requested the city board to allow it use of the abandoned school for white children on Ashland avenue to relieve a crowded condition in the South Asheville (county) negro school.

Ashland avenue residents immediately protested to the county board and the city council. The attorney general's ruling that petiions for school faciliies should be sent to the county board, was obtained, and now the matter is dormant.

Faced with a crowded condition in its own negro schools, the city board referred its problem to the county board yesterday by adopting the following resolution:

"In view of the overcrowded conditions now existing in the negro schools of the Asheville city school administrative unit be it resolved by the Asheville school board at a meeting held on July 1, 1937, that the Buncombe county board of education is unanimously requested to relieve the overcrowded conditions now existing in the negro schools of the Asheville city school administrative unit."

**Mrs. Graham Named Teacher**

Mrs. Virginia Graham, until last year a teacher in the Newton school, was elected a teacher in the Vance school to fill the vacancy caused by the recent death of Miss Gertrude Meares.

Charles E. Lloyd, son of Charles A. Lloyd, dean of Biltmore college, and Mrs. Lloyd, was named welfare officer of the city schools to succeed Phillips Russell, who resigned to accept a position as salesman with the Citizens Transfer and Coal company. Young Lloyd is a member of the 1935 graduating class at the University of North Carolina. He has been an instructor and graduate student there working on his masters' degree, for the past two years.

Education - 1937 Ohio.
Common Schools, Condition of

# SCHOOL BOARD MEMBER FOUGHT IN CLEVELAND

Indianapolis Recorder
Indiana
7-3-37

CLEVELAND, Ohio, July 2. —(ANP)—An old-time feud between the Negro citizens of Cleveland and Mrs. Mary B. Martin, sole colored member of the Cleveland Board of Education, culminated this week in the formation of a representative citizens' committee, headed by J. Walter Wills, Sr., to select some one to oppose her in the forthcoming election.

This committee, it is said, will not only select some one to oppose Mrs. Martin, but will use every effective method to defeat her.

For many years, in fact for the duration of Mrs. Martin's term, it is said, she has opposed or failed to support any measure that would directly help her race from School Board action. And further, recently, Mrs. Martin made a public statement that she "didn't support N. A. A. C. P. measures because most of the time they were wrong." This came as an answer to the N. A. A. C. P.'s move to oppose her, to which she added, "I've never had their support, and am little concerned whether or not I ever receive it."

Committee members declare that even white members of the School Board had criticized and voted against Mrs. Martin's decision on measures affecting her own race, which, in many instances, were branded as being detrimental to general community good-will.

Oklahoma

Education - 1937
Common Schools, Condition of.

# Telling a Half Truth About Separate Schools

Black Dispatch 4-24-37
[illegible]

A reporter for a local paper called us last week to determine our attitude on the right of Negroes to vote in independent school elections of this state. This question arises from the recent ruling of Attorney General Mac Q. Williamson, who takes the position that the statutes of 1910 of this state prohibit one race from voting in the school board election of another. The attorney general in this interpretation of the law blithely overlooks the revised and amended statutes of 1913, and that which is more important, the 15th amendment to the Constitution of the United States.

We said to the reporter that there was no excuse or justification for such an opinion and that as head of the State Conference of Branches of the N. A. A. C. P., we would immediately contest the right of the Negro to vote in such elections in the courts of this state, and that if relief could not be obtained in Oklahoma courts we would carry the issue to the federal government.

In reporting what we had to say the reporter simply quoted us as saying, "There is no excuse or justification for such an opinion," and added our assertion that we would fight same.

Monday this same reporter called us for an additional statement at which time we had an opportunity to express ourselves regarding a sin of omission which most white newspaper men are guilty of when they report the position taken by a Negro.

"I had no objection to what you quoted me as saying," said I to the reporter. "In fact, whenever you want a statement regarding my views on public questions you may feel free to call me, but when you do call and get my views, please print all I say, and not a part of it."

For instance, when I first talked with this reporter, I not only said what he attributed to me, but in addition I told him the reason why I would oppose the law. I gave very definite reasons why the law is unconstitutional, and the unjust effect it has upon Negroes.

"For you to tell your readers that I said the opinion of Attorney General Williamson 'had no excuse or justification' and that I would fight it, and end my statement there, is to cause thousands of your readers to assume that I am a radical black man, guilty of defenseless agitation. The Attorney General, because of his position, occupies a lofty place in the mind of the public and great weight is attached to what he says. The layman who takes issue with him is at least entitled to a full and complete presentation of his viewpoint."

The reporter agreed that I was right and then said he would take the statement, which we repeated all over again. "Tell the white readers of your paper why we are fighting it and we guarantee 95 per cent of them will agree that we are right in attacking the opinion," we continued.

In discussing the opinion of the Attorney General, we went into a discussion of the methods of taxation under the separate schools laws of the state. We pointed out that Negro schools were held in a straight jacket of two mills, while the white schools under the same statute were given an elastic swing between five and fifteen mills. It makes no different whether a Negro school needs more or less, all that is possible in the maintenance of said school is a two-mill ad valorem levy on all of the taxable wealth of a given county.

In counties where the valuations are large and the Negro population small, such as in Tulsa and Oklahoma City, there is usually enough to run a nine months school; but the two mills has in Oklahoma county never been sufficient to pay adequate teachers' salaries and develop the school plants comparable with the white schools of Oklahoma county.

In Muskogee, Wagoner and many other counties we might name, because of the low valuations on property and the large Negro populations, the two-mill levy is indefensibly inadequate. Most of the schools in these counties named will not be able this year to maintain a nine months school.

We pointed out to this reporter that we knew it was unconstitutional for a law to provide for one set of citizens to vote a fifteen-mill levy on Negro property, while the same Negro citizens could not under the same law exact but two mills from the property of the fellow who took fifteen mills from them.

**The Attorney General in his opinion said that Negroes could vote on school levies in such independent white districts, but that they would not have the right to vote for school board members in the same area.**

We told our reporter that such a ruling placed Negroes in the position a man would occupy where he forced to place a mortgage on his home, while at the same time a ruling would be made that he could have nothing to do with the spending of the money derived from floating said mortgage. Another man over whom he had no control would spend his mortgage money. Such a ruling would not make common sense in the Chinese language.

School boards in cities of the first class in Oklahoma not only spend the upwards of 15 mills raised to maintain white schools, but they administer and spend the two mills levied for Negro schools. For Attorney General Mac Q. Williamson to say that Negroes shall have no voice in electing such officials is in plain violation of the 15th Amendment to the Constitution of the United States, which says:

> "The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any state or account of race, color or previous condition of servitude."

We have made the discovery that 90 per cent of the white people in Oklahoma do not know the nature of, and unfairness in, the separate school laws. In Oklahoma county recently we had a talk with a white man who was running for county superintendent of schools. In five minutes we discovered that here was an individual wanting to take charge of the schools, who knew nothing about a two-mill levy as it relates to Negro schools. When we told him that the millions floated in bonds for white schools in Oklahoma City was being paid for by Negro taxpayers, but that Negroes could derive no benefits from a penny of this money, he was surprised. We called his attention to the fact that the per capita tax had been denied the Negro schools in open violation of the provisions laid down by the federal government when it gave the school lands to the state. We cited the case out in the Luther district where when the school burned down some years ago, and the board went out to find news funds with which to erect a new building, the discovery was made that Oklahoma county owed that Negro school district $16,000 in per capita tax which had been withheld across the years since statehood. It is safe to say that the Oklahoma City school district has fully a half million dollars in per capita tax that has been stolen in open daylight by past county commissioners and excise boards from funds set aside for the Negro children of this county. It is an open record that the Luther school district sued the county and got a judgment in the sum of $16,000, which the county has been paying back in installments.

There are a lot of white people in this state who if they knew these facts would join with Negroes in seeing to it that such inequalities in the vicious school laws adopted at statehood were abandoned and new and saner statutes enacted. This one editorial if published in the white newspapers of the state would completely revolutionize the thinking of thousands of liberal-minded whites who want to be fair, but who do not know the facts. Newspapers publishing statements from Negroes who seek to present this side of the question, are rendering a disservice to the state when they wilfully withhold this type of information. Someone said a long time ago, "A half truth is worse than a lie."

Oklahoma

Education - 1937
Common Schools, Condition of.

# Telling a Half Truth About Separate Schools

Black Dispatch 4-24-37
[illegible]

A reporter for a local paper called us last week to determine our attitude on the right of Negroes to vote in independent school elections of this state. This question arises from the recent ruling of Attorney General Mac Q. Williamson, who takes the position that the statutes of 1910 of this state prohibit one race from voting in the school board election of another. The attorney general in this interpretation of the law blithely overlooks the revised and amended statutes of 1913, and that which is more important, the 15th amendment to the Constitution of the United States.

We said to the reporter that there was no excuse or justification for such an opinion and that as head of the State Conference of Branches of the N. A. A. C. P., we would immediately contest the right of the Negro to vote in such elections in the courts of this state, and that if relief could not be obtained in Oklahoma courts we would carry the issue to the federal government.

In reporting what we had to say the reporter simply quoted us as saying, "There is no excuse or justification for such an opinion," and added our assertion that we would fight same.

Monday this same reporter called us for an additional statement at which time we had an opportunity to express ourselves regarding a sin of omission which most white newspaper men are guilty of when they report the position taken by a Negro.

"I had no objection to what you quoted me as saying," said I to the reporter. "In fact, whenever you want a statement regarding my views on public questions you may feel free to call me, but when you do call and get my views, please print all I say, and not a part of it."

For instance, when I first talked with this reporter, I not only said what he attributed to me, but in addition I told him the reason why I would oppose the law. I gave very definite reasons why the law is unconstitutional, and the unjust effect it has upon Negroes.

"For you to tell your readers that I said the opinion of Attorney General Williamson 'had no excuse or justification' and that I would fight it, and end my statement there, is to cause thousands of your readers to assume that I am a radical black man, guilty of defenseless agitation. The Attorney General, because of his position, occupies a lofty place in the mind of the public and great weight is attached to what he says. The layman who takes issue with him is at least entitled to a full and complete presentation of his viewpoint."

The reporter agreed that I was right and then said he would take the statement, which we repeated all over again. "Tell the white readers of your paper why we are fighting it and we guarantee 95 per cent of them will agree that we are right in attacking the opinion," we continued.

In discussing the opinion of the Attorney General, we went into a discussion of the methods of taxation under the separate schools laws of the state. We pointed out that Negro schools were held in a straight jacket of two

mills, while the white schools under the same statute were given an elastic swing between five and fifteen mills. It makes no different whether a Negro school needs more or less, all that is possible in the maintenance of said school is a two-mill ad valorem levy on all of the taxable wealth of a given county.

In counties where the valuations are large and the Negro population small, such as in Tulsa and Oklahoma City, there is usually enough to run a nine months school; but the two mills has in Oklahoma county never been sufficient to pay adequate teachers' salaries and develop the school plants comparable with the white schools of Oklahoma county.

In Muskogee, Wagoner and many other counties we might name, because of the low valuations on property and the large Negro populations, the two-mill levy is indefensibly inadequate. Most of the schools in these counties named will not be able this year to maintain a nine months school.

We pointed out to this reporter that we knew it was unconstitutional for a law to provide for one set of citizens to vote a fifteen-mill levy on Negro property, while the same Negro citizens could not under the same law exact but two mills from the property of the fellow who took fifteen mills from them.

The Attorney General in his opinion said that Negroes could vote on school levies in such independent white districts, but that they would not have the right to vote for **school board members in the same area.**

We told our reporter that such a ruling placed Negroes in the position a man would occupy where he forced to place a mortgage on his home, while at the same time a ruling would be made that he could have nothing to do with the spending of the money derived from floating said mortgage. Another man over whom he had no control would spend his mortgage money. Such a ruling would not make common sense in the Chinese language.

School boards in cities of the first class in Oklahoma not only spend the upwards of 15 mills raised to maintain white schools, but they administer and spend the two mills levied for Negro schools. For Attorney General Mac Q. Williamson to say that Negroes shall have no voice in electing such officials is in plain violation of the 15th Amendment to the Constitution of the United States, which says:

> "The right of the citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color or previous condition of servitude."

We have made the discovery that 90 per cent of the white people in Oklahoma do not know the nature of, and unfairness in, the separate school laws. In Oklahoma county recently we had a talk with a white man who was running for county superintendent of schools. In five minutes we discovered that here was an individual wanting to take charge of the schools, who knew nothing about a two-mill levy as it relates to Negro schools. When we told him that the millions floated in bonds for white schools in Oklahoma City was being paid for by Negro taxpayers, but that Negroes could derive no benefits from a penny of this money, he was surprised. We called his attention to the fact that the per capita tax had been denied the Negro schools in open violation of the provisions laid down by the federal government when it gave the school lands to the state. We cited the case out in the Luther district where when the school burned down some years ago, and the board went out to find news funds with which to erect a new building, the discovery was made that Oklahoma county owed that Negro school district $16,000 in per capita tax which had been withheld across the years since statehood. It is safe to say that the Oklahoma City school district has fully a half million dollars in per capita tax that has been stolen in open daylight by past county commissioners and excise boards from funds set aside for the Negro children of this county. It is an open record that the Luther school district sued the county and got a judgment in the sum of $16,000, which the county has been paying back in installments.

There are a lot of white people in this state who if they knew these facts would join with Negroes in seeing to it that such inequalities in the vicious school laws adopted at statehood were abandoned and new and saner statutes enacted. This one editorial if published in the white newspapers of the state would completely revolutionize the thinking of thousands of liberal-minded whites who want to be fair, but who do not know the facts. Newspapers publishing statements from Negroes who seek to present this side of the question, are rendering a disservice to the state when they wilfully withhold this type of information. Someone said a long time ago, "A half truth is worse than a lie."

## False Claims About Separate Schools

Oklahoma's claim before the nation that her schools are maintained separate but equal is punctured instantly with a few figures that are easily available. The statements is often made that in higher education Negroes get their just share of the educational funds, but when figures are consulted that were compiled by governmental agencies of the state, another story is unfolded.

Take, for instance, the biennial report of the state auditor for 1930. It showed that the physical plant maintained by the state for higher education represented an outlay of $18,966,708.29. Of this amount Langston university is credited with $668,209.36. One can easily see that while the ratio between the white and Negro population in Oklahoma is eight to one, the state, by its own figures has established a physical plant for the higher education of white youth 34 times as large as for Negro youth.

Black Dispatch

Coupled with this startling fact is the statements made in the last biennial report of State Superintendent John Vaughan, before he retired from office. In that report the State Superintendent's figures, when used comparatively, showed that the State of Oklahoma is paying 36 times more for teachers' salaries in white institutions than it was at Langston university, and the expenditures for instructional equipment in white institutions is 56 times more than at Langston.

7-24-37

The request made of the last legislature for the two-year period by the white colleges of the state was $10,734,187.71, while Langston university's item of $577,639 was chopped severely. These figures are taken from the published statement of the budget officer. They mutely tell a story of their own. Oklahoma is not maintaining its schools of higher education impartially as supposedly required by law.

The bare figures above in no wise tell the full and complete story regarding higher education for Negroes. One should follow the appropriated dollars to see where they go and how such funds are actually administered before stock is taken of the returns Negroes get from higher education in Oklahoma. It must be kept in mind that the funds appropriated by the legislature are considered a campaign fund by many of the legislators. They assume that they have a right to saddle on Langston university political sinecures of doubtful value, and with no scholastic standing.

Oklahoma City, Okla.

Funds appropriated for building purposes in previous years are known to have been dissipated by various agencies having to do with their construction. That is the reason why every building on the campus, with the exception of the two federal built dormitories erected with WPA funds, are nothing more than worthless shells.

An idea of what has gone on at Langston university can be gleaned from the fact that at one time a member of the board of regents maintained his wife in the store room of the institution, while the food supplies for the 1,000 people on the campus was brokered into the school through a dummy grocery firm maintained by this regent.

In the common school setup of the state the same indefensible condition exists. While state officials allege that an annual average of $39.62 per capita is spent on Negro education, these figures are arrived at in about the same manner as those for higher education. Take, for instance, the levy for separate schools. The law requires that two mills shall be provided, or any amount above this to provide impartial accommodations. In making up figures to show what Negroes receive, figures are compiled based upon the amount receivable from a two-mill levy upon the taxable wealth in each county.

The behind-the-scene fact is that many of the county commissioners refuse to levy but one mill, and from this on up to the two mills. Many of the Negro citizens have to go to court, as in Logan county, to compel the excise board and the county commissioner to levy the two mills.

In counties where the valuations are low two mills is not enough, if the Negro population is large. In counties where the valuations are high as in Tulsa and Oklahoma counties, such a levy just about suffices for adequate teachers' salaries but does not provide enough for the development of a physical plant. There can never be impartial administration of the common schools until the separate schools are taken out of the two-mill vise and permitted as the white schools in each school district to levy any amount adequate to care for the needs of that particular area.

Then, too, in determining paper figures of what Negroes get in the common school setup, the federal per capita tax is counted. The truth is that this is an item that few Negro schools receive. In Oklahoma county it was recently proved in court that the Luther district, where Booker Washington school is, had never received its per capita tax since statehood. A judgment of $16,000 was secured and is being paid back in installments by the county.

Instead of heralding to the world the untruth that it is doing a wonderful job in its Negro separate school establishment, Oklahoma ought to be ashamed. When we think of the word picture used to describe separate schools in this state we think of another picture drawn in the Book of Books, describing hypocrites:

> "For they are likened unto white sepulchers, which while beautiful on the outside, are within filled with dead men's bones and all uncleanness."

Education - 1937
Common Schools, Condition of.

Pennsylvania.

# Drop of Color Bar in Schools Unconfirmed

## Officials Refuse to Comment on News Story.

## ONLY 3 TRANSFERS NOTED ON RECORD

## Dr. Turner Unable to Give Names.

Afro American
Baltimore, Md.
7-17-37

PHILADELPHIA. — Excitement ran high Friday, when a daily paper published an article bearing the headline, "Color Line Wiped Out In Schools; Education Board Mixes White and Colored Teachers," but investigation brought no information.

**According to the published article, seven colored teachers were appointed to faculties which previously had been all white, and two white teachers were appointed to serve under colored principals.**

In the same article, Dr. John P. Turner, board of education member, was quoted as saying, "From now on, the only consideration in the appointment of teachers will be efficiency, regardless of color."

### Records Differ

From the records of the last meeting of the board of education, held July 6, the only change relative to the tearing down of the discriminatory system was the transfer of three colored teachers to white schools: Robert Poindexter, from the Singerly to Hoffman; Reginald Hawkins, from Arnold to Brooks; and Miss Louise Thompson, from A. Henry Axe to Brooks.

### Vaux School Is All White

No colored teachers have been appointed to the new Vaux Junior High School, Twenty-fourth and Master Streets, in an all-colored section, according to the records of the board of education, thus far, although various parent-teacher associations of the city have petitioned the board of education for colored teachers.

**Dr. Turner, in a telephone conversation with the AFRO-AMERICAN, Monday, declared that several colored appointments to white schools will be forthcoming in the fall, but that he could not gives the names of those appointed.**

### Washington Is Mum

Clifford Washington, a teacher at the Martha Washington School, Twenty-fourth and Aspen Streets, one of the teachers said to have been appointed to an all-white school, and reported to have been congratulated by Dr. Turner, refused either to affirm or deny the report

---

# Has Not A Single Colorred Teacher In Its Public Schools!

# Who's To Blame?

The Union
9-9-37
Cincinnati, Ohio.

Pittsburg, Pa.

W. P. DABNEY,
Editor of the UNION,
Dear Sir:

The following information should be of interest to you and your citizens.

THERE IS NOT A NEGRO TEACHER IN THE PITTSBURG PUBLIC SCHOOL SYSTEM. NO, NOT A SINGLE ONE—MUCH LESS PRINCIPALS, ETC.

The Board of Public Education and white citizenry generally say that there shall be no Negro teachers unless they teach in Negro i. e. (segregated) schools. The Negro of Pittsburg say, "They will have no discriminations. And for twenty-five years the question has been fought back and forth. Old Pittsburghers (colored) are determined to have mixed teachers in mixed schools, with some colored principals in time as well. We do have an element from the south who think segregated schools are allright and we have a few not from the south who are only interested in a job for their sons and daughters. Once in a while one of these goes downtown and tells some official so, but the official knows very well he's just an Uncle Tom. Attorney Homer Brown (a very fine colored person) did bring about an investigation on the part of the State Committee on Education of the alleged discrimination in the Pittsburg Public School System and proved there was discrimination, which had always been denied previously.

The Board of Education in Pittsburg is appointed for life by the judges. An old moss-eaten conservative bunch of "crackers" if there ever was one. They know nothing about education or anything else but business, and not to much about that.

We'll have to get an elected school board (bad as that is for education) or at least one partially appointed by the governor before we can get anywhere.

A SUBSCRIBER.

Education-1937

Common Schools, Condition of

Pennsylvania

# Issue Is Old One; Citizens In New Move

Defender

3-27-37

PITTSBURGH, Pa, March 26 — The question of the lack of Race teachers in the public school system of Pittsburgh ha- long been the source of much discussion and agitation among citizens of this city. The members of social and civic groups have long interested themselves in an effort to have Race teachers included in the Pittsburgh Public School system. To this end the Citizens Committee on Public Education recently issued a statement relative to this subject, in order to call forcibly to the attention of the Pittsburgh Race citizens the need for a united front in presenting to the general public the plea for an opportunity for young men and women to teach in the public school system of this city.

This committee, which is composed of representatives of most of the larger organizations of the city —social, professional, religious, fraternal—is devoted to the principle of having Race teachers in the public school system without the provision of separate schools, or any other change in the present set-up. They believe that united and intelligent action on the part of the Race citizens is the first step in that direction.

The statement issued by this committee further sets forth that they believe that there should be Race teachers in the schools; first, because, as taxpayers, Race members have a right to share not only in the upkeep of the public schools, but also in the economic returns therefrom; second, because they form about eight per cent of the total school enrollment and they who have prepared themselves should be given an outlet in this, as well as in other fields. A proportionate amount of the present salary payments to teachers would mean an added income to the Race group in the city of more than $300,000 per year.

The committee believes that there should be Race teachers in the schools; they should be there approximately in the proportion that members of the Race are represented in the city's general population. Furthermore, Race teachers should be introduced into the system without the insulting, and unnecessary setting aside of a special school, or schools, where they may teach. They do not believe in segregated schools, because as every educational authority has pointed out:

"In no single instance is the segregated school found to be comparable in efficiency to that of the white in the same locality. Even in the best city systems for Negroes, such as Washington and St. Louis, there is considerable difference between the schools for Negroes and those for whites. . . . Moreover, over a period of years, although both white and Negro schools have progressed, yet the disparity between the two has increased rather than decreased in many instances; and sometimes the increase of the white system has been made by actually reducing the gains already made by the Negro system."

In the regard to the local situation, the committee gives the following figures from the board of education itself showing that there are normally employed in the local schools 3,172 teachers, divided as follows:

| | |
|---|---|
| Elementary schools | 2039 |
| Junior Senior high | 426 |
| Senior High schools | 303 |
| Kindergarten | 165 |
| Junior High schools | 138 |
| Vocational schools | 101 |

On the basis of population the Race should be represented in this teaching force in the following order:

| | |
|---|---|
| Elementary schools | 163 |
| Junior-Senior high | 34 |
| Senior High schools | 24 |
| Kindergarten | 13 |
| Junior High schools | 11 |
| Vocational schools | 8 |

That is, there should be 253 Race teachers, not in any one, two or three specially designated schools, but throughout the entire public school system, wherever they are qualified to teach according to their training and experience. The committee feels that fight should not be made for 30 teachers when members of the Race are entitled to 250.

Moreover, to ask for, or accept, separate schools Race members would necessarily sacrifice three things: first, they would sacrifice the principle upon which the **public** school is founded—equal opportunity for all; second, they would thus permit an act on the part of the Board of School Commissioners which is illegal under the School Code of Pennsylvania, and third, they would be not one step further along the road toward securing positions for more than 200—particularly for those trained and qualified to teach in junior or senior high schools or in the vocational schools.

Philadelphia has, to some degree, this segregated set-up and in that city civic leaders have held meetings to protest because more than 300 Race girls, qualified to teach in junior high schools find themselves more effectively excluded than they were before Negroes permitted this system to be installed.

Th Citizens' Committee on Public Education is waging a relentless warfare on the Board of Public Education to the end that qualified Race men and women be given their rightful place in the community school system.

---

## Urban League.

### By JESSE O. THOMAS.

Constitution

5-10-37

Atlanta, Ga.

As result of a resolution prepared and introduced in the state legislature of Pennsylvania by Homer S. Brown, negro member of the house, and passed by both houses and signed by the Governor, an investigating committee was appointed to ascertain why negro teachers were not employed in the public school system of Pittsburgh.

There are approximately 11,000 negro children in the public school system of Pittsburgh. About 12 per cent of the grade school population of Pittsburgh is composed of negroes. For a period of 26 years no member of the negro race was employed on the teaching force of Pittsburgh. The total number of teachers in the system is around 3,000.

Negroes have met the same qualifications as members of other racial groups. They have graduated from the local high school, the Teachers' College and the University of Pittsburgh.

The superintendent of education, as well as members of the board, is in a very embarrassing position as he is called upon to testify under oath as to the reason why qualified negro teachers have not been employed. A number of instances have been brought to the attention of the state investigating committee of where a negro student was the only member of his or her race in the class, and from the point of view of scholarship, ranked the highest in the class; and notwithstanding the fact that many negroes have been honor graduates during these years, and in consideration of the further fact that all of their classmates who made lower marks than did the negro members, have been employed.

**To Open Door.**

As result of this impartial, thorough and non-prejudicial investigation, the doors will be opened for qualified negro teachers in the future to find employment in the Pittsburgh school system. This new opportunity has come to the negro teachers of Pittsburgh as result of having a negro elected to the state legislature. Credit, of course, must also go to the fair-minded white members of both houses who were convinced by the facts presented that a grave injustice was being done to the negro population and who by majority vote passed this important piece of legislation.

---

# VICTIMS OF COLOR BARRIER TESTIFY

Courier

5-1-37

Pittsburgh, Pa.

**Members of Pittsburgh's board of public education and its school superintendents have been personally aware** but officially ignorant for the last 25 years of the non-existence of colored teachers in the public schools, it was brought out Saturday morning at the legislative investigation into alleged racial discrimination in the selection of teachers in the city council chambers here.

"There is no discrimination," insisted Dr. Ben G. Graham, superintendent of schools, and Atty. N. R. Criss, florid, white-haired solicitor for the school board.

But Attys. Richard Jones and Joseph W. Givens, proponents of the Assembly resolution calling for the current probe, produced an array of witnesses who personally testified that they had been discriminated against.

**Graduate Testifies**

"I took the course for kindergarten teachers at the old Pittsburg Training School," testified Mrs. Georgine Pierce Brown. "I was graduated in 1920 at the head of a class of eight. I was the only colored member of the kindergarten group. All my class members were given teaching positions in the schools, but I was not."

Mrs. Brown also testified that Edna Jefferson had finished the course for elementary teachers at the same time, rating sixteenth. All members of the class got jobs but Miss Jefferson.

After Mrs. Brown came Mrs. Vivian Pollard Robinson and Miss Helen Miller. 5-1-37

Mrs. Robinson and Helen Pollard finished the course for elementary teachers in 1919 with credit, but they got no jobs.

Miss Miller testified that she and Mary Wood completed the elementary course in 1922. They, too, were ignored.

"Did you think you were going to get a job?" asked Mr. Jones.

"Yes." Pittsburgh, Pa.

"Were you aware of what had happened to other colored girls who had completed the course?

"Yes."

"Well, what made you think you would get a job, then," he pursued.

"I thought things were going to get better and the principal of the school told me I would be employed," she replied.

**No Girls At Frick**

It was further brought out by Mr. Jones and Mr. Givens, representing the National Association for the Advancement of Colored People, the Urban League, and others, that no colored girl had been admitted to Frick Training school (formerly the Pittsburgh Training school) since 1922.

Calling attention to the manner in which the colored graduates of the school had been ignored and the practical exclusion of colored girls in the last 15 years, Dr. George Saraff, a member of the committee, asked Dr. Graham:

"Don't you think, Doctor, that there must have been something wrong somewhere down the line?"

But neither Dr. Graham or Mr. Criss would admit at any point that the board of education had any official knowledge of the run-around being given to colored girls.

Nevertheless, informally, conversationally, various board members considered a segregated school project to employ colored teachers as early as 1914. This proposition was repudiated by Negro leadership in the city.

**Knew It Was Not Lawful**

"Some of us knew that we couldn't set up this segregated school under the law," stated Mr. Criss, "but we thought that if the Negro people wanted it, we'd try to see what could be done."

Dr. Graham became superintendent in 1930. He made studies of the segregated systems in Cincinnati and Philadelphia. He discussed his observations, in the light of conditions in Pittsburgh, with members of the board, but always informally, off the record.

The testimony of both Dr. Graham and Mr. Criss tended to indicate that the board had designedly sought to withhold official recognition from the issue. It was just one of those things which everybody on the board understood was never to be brought up.

**Peeler To Get Job**

In the course of his testimony, Dr. Graham supplied the information that a colored music teacher will soon receive a regular job in Pittsburgh schools. He is Lawrence Peeler, now working on a part-time basis. Peeler's appointment should come in September of this year.

"I am going to recommend him and I have no reason to believe the board will not approve," stated Dr. Graham.

"Why do you think the board will approve?" asked Mr. Jones.

"Because it has never failed to approve a recommendation of mine in the past," replied the superintendent.

"But you have never recommended a colored eligible before, have you, Doctor?" pursued Mr. Jones.

**Appeals To Committe**

The school superintendent, embarrassed, sought refuge with the committee. It was later learned that he had asked to be excused from making any public statement that would seem to bind the board in Peeler's case.

In the recent school examinations

Education-1937

Pennsylvania

Common Schools, Condition of

# Issue Is Old One; Citizens In New Move

Defender

3-27-37

PITTSBURGH, Pa, March 26 – The question of the lack of Race teachers in the public school system of Pittsburgh has long been the source of much discussion and agitation among citizens of this city. The members of social and civic groups have long interested themselves in an effort to have Race teachers included in the Pittsburgh Public School system. To this end the Citizens Committee on Public Education recently issued a statement relative to this subject, in order to call forcibly to the attention of the Pittsburgh Race citizens the need for a united front in presenting to the general public the plea for an opportunity for young men and women to teach in the public school system of this city.

This committee, which is composed of representatives of most of the larger organizations of the city —social, professional, religious, fraternal—is devoted to the principle of having Race teachers in the public school system without the provision of separate schools, or any other change in the present set-up. They believe that united and intelligent action on the part of the Race citizens is the first step in that direction.

The statement issued by this committee further sets forth that they believe that there should be Race teachers in the schools; first, because, as taxpayers, Race members have a right to share not only in the upkeep of the public schools, but also in the economic returns therefrom; second, because they form about eight per cent of the total school enrollment and they who have prepared themselves should be given an outlet in this, as well as in other fields. A proportionate amount of the present salary payments to teachers would mean an added income to the Race group in the city of more than $300,000 per year.

The committee believes that there should be Race teachers in the schools; they should be there approximately in the proportion that members of the Race are represented in the city's general population. Furthermore, Race teachers should be introduced into the system without the insulting, and unnecessary setting aside of a special school, or schools, where they may teach. They do not believe in segregated schools, because as every educational authority has pointed out:

"In no single instance is the segregated school found to be comparable in efficiency to that of the white in the same locality. Even in the best city systems for Negroes, such as Washington and St. Louis, there is considerable difference between the schools for Negroes and those for whites. . . . Moreover, over a period of years, although both white and Negro schools have progressed, yet the disparity between the two has increased rather than decreased in many instances; and sometimes the increase of the white system has been made by actually reducing the gains already made by the Negro system."

In the regard to the local situation, the committee gives the following figures from the board of education itself showing that there are normally employed in the local schools 3,172 teachers, divided as follows:

| | |
|---|---|
| Elementary schools | 2039 |
| Junior Senior high | 426 |
| Senior High schools | 303 |
| Kindergarten | 165 |
| Junior High schools | 138 |
| Vocational schools | 101 |

On the basis of population the Race should be represented in this teaching force in the following order:

| | |
|---|---|
| Elementary schools | 163 |
| Junior-Senior high | 34 |
| Senior High schools | 24 |
| Kindergarten | 13 |
| Junior High schools | 11 |
| Vocational schools | 8 |

That is, there should be 253 Race teachers, not in any one, two or three specially designated schools, but throughout the entire public school system, wherever they are qualified to teach according to their training and experience. The committee feels that fight should not be made for 30 teachers when members of the Race are entitled to 250.

Moreover, to ask for, or accept, separate schools Race members would necessarily sacrifice three things: first, they would sacrifice the principle upon which the public school is founded—equal opportunity for all; second, they would thus permit an act on the part of the Board of School Commissioners which is illegal under the School Code of Pennsylvania, and third, they would be not one step further along the road toward securing positions for more than 200—particularly for those trained and qualified to teach in junior or senior high schools or in the vocational schools.

Philadelphia has, to some degree, this segregated set-up and in that city civic leaders have held meetings to protest because more than 300 Race girls, qualified to teach in junior high schools find themselves more effectively excluded than they were before Negroes permitted this system to be installed.

Th Citizens' Committee on Public Education is waging a relentless warfare on the Board of Public Education to the end that qualified Race men and women be given their rightful place in the community school system.

Defender 3-27-37

---

## Urban League.

### By JESSE O. THOMAS.

Constitution 5-10-37 Atlanta, Ga.

As result of a resolution prepared and introduced in the state legislature of Pennsylvania by Homer S. Brown, negro member of the house, and passed by both houses and signed by the Governor, an investigating committee was appointed to ascertain why negro teachers were not employed in the public school system of Pittsburgh.

There are approximately 11,000 negro children in the public school system of Pittsburgh. About 12 per cent of the grade school population of Pittsburgh is composed of negroes. For a period of 26 years no member of the negro race was employed on the teaching force of Pittsburgh. The total number of teachers in the system is around 3,000.

Negroes have met the same qualifications as members of other racial groups. They have graduated from the local high school, the Teachers' College and the University of Pittsburgh.

The superintendent of education, as well as members of the board, is in a very embarrassing position as he is called upon to testify under oath as to the reason why qualified negro teachers have not been employed. A number of instances have been brought to the attention of the state investigating committee of where a negro student was the only member of his or her race in the class, and from the point of view of scholarship, ranked the highest in the class; and notwithstanding the fact that many negroes have been honor graduates during these years, and in consideration of the further fact that all of their classmates who made lower marks than did the negro members, have been employed.

### To Open Door.

As result of this impartial, thorough and non-prejudicial investigation, the doors will be opened for qualified negro teachers in the future to find employment in the Pittsburgh school system. This new opportunity has come to the negro teachers of Pittsburgh as result of having a negro elected to the state legislature. Credit, of course, must also go to the fair-minded white members of both houses who were convinced by the facts presented that a grave injustice was being done to the negro population and who by majority vote passed this important piece of legislation.

---

# VICTIMS OF COLOR BARRIER TESTIFY

Courier 5-1-37 Pittsburgh, Pa.

Members of Pittsburgh's board of public education and its school superintendents have been personally aware but officially ignorant for the last 25 years of the non-existence of colored teachers in the public schools, it was brought out Saturday morning at the legislative investigation into alleged racial discrimination in the selection of teachers in the city council chambers here.

"There is no discrimination," insisted Dr. Ben G. Graham, superintendent of schools, and Atty. N. R. Criss, florid, white-haired solicitor for the school board.

But Attys. Richard Jones and Joseph W. Givens, proponents of the Assembly resolution calling for the current probe, produced an array of witnesses who personally testified that they had been discriminated against.

### Graduate Testifies

"I took the course for kindergarten teachers at the old Pittsburg Training School," testified Mrs. Georgine Pierce Brown. "I was graduated in 1920 at the head of a class of eight. I was the only colored member of the kindergarten group. All my class members were given teaching positions in the schools, but I was not."

Mrs. Brown also testified that Edna Jefferson had finished the course for elementary teachers at the same time, rating sixteenth. All members of the class got jobs but Miss Jefferson.

After Mrs. Brown came Mrs. Vivian Pollard Robinson and Miss Helen Miller. 5-1-37

Mrs. Robinson and Helen Pollard finished the course for elementary teachers in 1919 with credit, but they got no jobs.

Miss Miller testified that she and Mary Wood completed the elementary course in 1922. They, too, were ignored.

"Did you think you were going to get a job?" asked Mr. Jones.

"Yes." Pittsburgh, Pa.

"Were you aware of what had happened to other colored girls who had completed the course?

"Yes."

"Well, what made you think you would get a job, then," he pursued.

"I thought things were going to get better and the principal of the school told me I would be employed," she replied.

### No Girls At Frick

It was further brought out by Mr. Jones and Mr. Givens, representing the National Association for the Advancement of Colored People, the Urban League, and others, that no colored girl had been admitted to Frick Training school (formerly the Pittsburgh Training school) since 1922.

Calling attention to the manner in which the colored graduates of the school had been ignored and the practical exclusion of colored girls in the last 15 years, Dr. George Saraff, a member of the committee, asked Dr. Graham:

"Don't you think, Doctor, that there must have been something wrong somewhere down the line?"

But neither Dr. Graham or Mr. Criss would admit at any point that the board of education had any official knowledge of the run-around being given to colored girls.

Nevertheless, informally, conversationally, various board members considered a segregated school project to employ colored teachers as early as 1914. This proposition was repudiated by Negro leadership in the city.

### Knew It Was Not Lawful

"Some of us knew that we couldn't set up this segregated school under the law," stated Mr. Criss, "but we thought that if the Negro people wanted it, we'd try to see what could be done."

Dr. Graham became superintendent in 1930. He made studies of the segregated systems in Cincinnati and Philadelphia. He discussed his observations, in the light of conditions in Pittsburgh, with members of the board, but always informally, off the record.

The testimony of both Dr. Graham and Mr. Criss tended to indicate that the board had designedly sought to withhold official recognition from the issue. It was just one of those things which everybody on the board understood was never to be brought up.

### Peeler To Get Job

In the course of his testimony, Dr. Graham supplied the information that a colored music teacher will soon receive a regular job in Pittsburgh schools. He is Lawrence Peeler, now working on a part-time basis. Peeler's appointment should come in September of this year.

"I am going to recommend him and I have no reason to believe the board will not approve," stated Dr. Graham.

"Why do you think the board will approve?" asked Mr. Jones.

"Because it has never failed to approve a recommendation of mine in the past," replied the superintendent.

"But you have never recommended a colored eligible before, have you, Doctor?" pursued Mr. Jones.

### Appeals To Committe

The school superintendent, embarrassed, sought refuge with the committee. It was later learned that he had asked to be excused from making any public statement that would seem to bind the board in Peeler's case.

In the recent school examinations

Courier

in March, three colored persons passed, according to Dr. Graham. They were Saietta Bozier, Henrietta Brogwell and James Moore Miller. Inasmuch as the eligibility lists are not made public until June, there was some disposition to question how the superintendent knew the status of these persons.

Dr. Graham's information was volunteered in support of his claim that the road for colored teachers in Pittsburgh's public schools is now open.

"But, Doctor," questioned Atty. Homer S. Brown, author of the resolution creating the legislative committee, "if you claim that the road is now open does not that mean that it must have been closed at some time?"

Dr. Ulysses Williams testified that he believed his daughter, Ruth Cameron Williams, had been discriminated against. She was graduated from Schenley High school last year at the head of her class. During her four-year course she made A's in every subject. Only once did she make a B. She took the examination for Frick and finished fourth on the list.

### Doctors Reject Her

But the school board medical examiners turned her down, despite the fact that medical examinations ordered by her father, before and after, proved her to be in normal health.

Members of the legislative committee were: Reps. L. K. Harkins, chairman; Elmer J. Holland, George J. Sarraf, Homer S. Brown and Al Tronzo.

Deploring the fact that ambitious colored persons have been excluded from the right to teach in Pittsburgh school, Rep. Al Tronzo defined the issue in terms of opportunity.

"In spite of the high standards which are claimed for Pittsburgh schools," he insisted, "all of us have met colored men who are brilliant lawyers, brilliant doctors, and exceptional in many walks of life. And we know that right here in our city colored men are making superior records in the universities and, because of the bar against them, are being forced to go into the Pullman service. We want to correct that condition as far as we can."

The investigation will be resumed this Saturday morning.

---

# Color Bar On Teachers Lifted In Philadelphia

Journal and Guide

## Seven Colored Teachers Are Named To Public School Faculties; Board Says, "Experiment Satisfactory"

7-17-37

Norfolk Va.

(Special to Journal and Guide)

PHILADELPHIA — Victory after decades of intelligent, militant opposition to the "color bar" in the Philadelphia Public School System, was achieved last week when the Board of Education appointed seven Negro teachers to faculties which for years had only white teachers, and even went a step further by appointing two white teachers to serve under colored principals.

The lifting of the color bar in the school system here followed swiftly upon the heels of intensive citywide protestations and orderly demonstrations over a three-year period.

### HISTORY OF FIGHT

After previous years of fruitless efforts to do away with the dual eligible lists, one for white and for colored teachers, the latter being appointed only to colored schools, civic leaders and organizations became lethargic and weary in well doing.

The turning point in renewed determination to continue the strluggle with new blood came particularly with the organization of the Educational Equality League by Floyd Logan and others. Public interest was again aroused and several conferences held with officials of the school board.

### DR. TURNER APPOINTED

Then came the appointment of Dr. John P. Turner to the School Board. That his choice was a happy one was soon revealed when a Negro art teacher was appointed to one of the white schools shortly after his induction into office.

Dr. Turner imparted to the teachers organizations and the public in general the line of action to be taken to get a new deal from the school board. Attention was centered on the dual eligible lists, and even though Negro teachers themselves were divided on the matter, the leaders carried on the fight for their elimination.

Journal and Guide

In recent months a series of events served to galvanize the teachers and parents into more courageous actions. The historic old Central High School, alma mater of many distinguished Negroes in the professions and arts, and within easy access of Negro students, was ordered removed to far away Olney district.

### PTA ACTIVE

7-17-37

The new Robert Vaux Junior High School, in the heart of North Philadelphia's 70,000 Negro population, at 24th and Master Streets, due to open during the fall term, was scheduled for an all-white faculty. The parent-teachers associations of nine colored schools took both of these matters up with the school board.

Norfolk, Va.

Finally, a Citizens Coordinating Committee was formed, by the counsel of Dr. Turner organized to bring matters to a head, and proceeds of a "defense fund" started by the Philadelphia Tribune some years ago to fight segregation in the city was placed at the committee's disposal.

The Philadelphia Evening Bulletin, one of the largest dailies in the country, and noted for its ultra-conservatism, carried the following significant news article last week on the matter:

"The Board of Education has wiped out completely the 'color line' in the appointment of teachers.

"Seven Negro teachers have been appointed to faculties which previously had only white teachers and two white teachers have been appointed to serve under colored principals.

"Heretofore, there has been two eligible lists, one for white teachers and one for colored teachers, the latter appointed to strictly colored schools.

"'From now on,' says Dr. John P. Turner, colored member of the Board of Education, 'the only consideration in the appointment of teachers will be efficiency regardless of color.'

"Within recent months the Board has tried appointing colored teachers in white schools. The experiment, say Board officials, has proved so satisfactory that they have felt that the time has come to 'drop the color line.'

"This system, they announce, has been in vogue in New York City and throughout New England for a quarter of a century.

Raymond Pace Alexander, formerly president of the National Bar Association, another who has worked for the ruling said: 'In order to approach as near as possible the finest objectives in the education of all children, regardless of race or religion, or the nationality of their parents, the public school system must have as one of its fundamental principles the absence of segregation and grouping of whole masses of students of like race, religion or nationality into separate schools. In the same manner, the placing of entire faculties of the same race, same religious background is equally unthinkable in a democratically-conceived school system.'

"It has been the practice of the Board of Education for several years to conduct strictly colored schools where the population warranted it and where whites and colored lived together in the community they went to the same schools together. But the faculties have been white in the mixed schools."

---

# WIPES OUT COLOR LINE IN SCHOOLS

Age

## Philadelphia Board Of Education Changes Its Race Policy

7-24-37

PHILADELPHIA, Pa. — The Board of Education has wiped out completely the "color line" in the appointment of teachers.

Seven Negro teachers have been appointed to faculties which previously had only white teachers and two white teachers have been appointed to serve under colored principals.

New York, N.Y.

Heretofore, there have been two eligible lists, one for white teachers and one for colored teachers, the latter appointed to strictly colored schools.

"From now on," says Dr. John P. Turner, colored member of the Board of Education, "the only consideration in the appointment of teachers will be efficiency regardless of color."

Within recent months the Board has tried appointing colored teachers in white schools. The experiment, say Board officials, has proved so satisfactory that they have felt that the time has come to "drop the color line."

This system, they announce, has been in vogue in New York City and throughout New England for a quarter of a century.

Raymond Pace Alexander, formerly president of the National Bar Association, another who has worked for the ruling, said: "In order to approach as near as possible the finest objectives in the education of all children, regardless of race or religion, or the nationality of their parents, the public school system must have as one of its fundamental principles the absence of segregation and grouping of whole masses of students of like race, religion or nationality into separate schools. In the same manner, the placing of entire faculties of the same race, same religious background is equally unthinkable in a democratically-conceived school system."

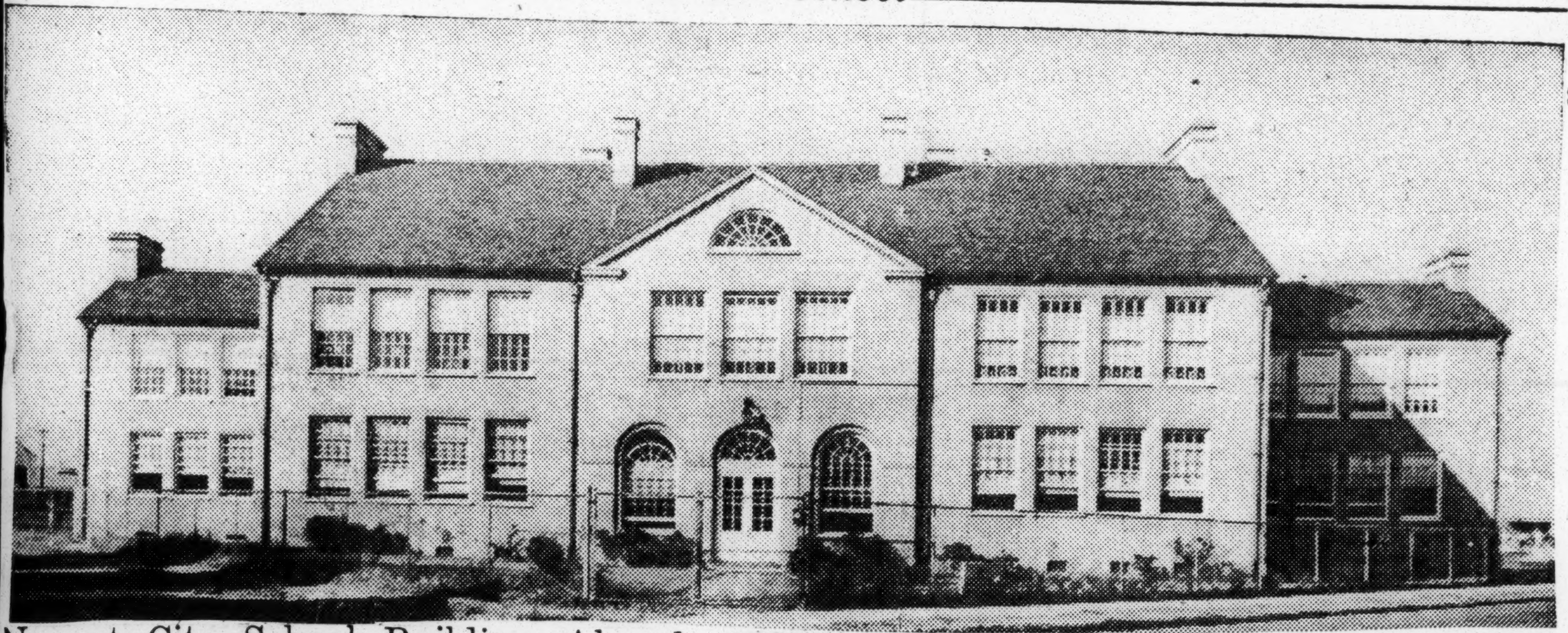
It has been the practice of the Board of Education for several years to conduct strictly colored schools where the population warranted it.

Education - 1937 South Carolina.
Common Schools, Condition of.

Charleston, S. C. News & Courier
September 27, 1937

# DO YOU KNOW YOUR CHARLESTON?

## Archer School



## Newest City School Building Already Too Small—Only One to 'Pass' Engelhardt Test, Has 967 Negro Pupils

The Henry P. Archer elementary school for negroes, Charleston's newest school building, is the one which comes closest to traditional lines of Old Charleston architecture. It is skillfully adapted to modern school requirements, however.

The brick cornices, fenestration and chimney tops are characteristically Charlestonian. The school, at Nassau street near Meeting and adjacent to the Cooper River Court housing project, is serving a growing section of the city.

Negro children residing north of Calhoun street and east of King attended the Shaw school, which the Archer school replaced. Archer includes the first, second, third, fourth and fifth grades. It has 967 pupils, a principal, W. J. Fraser, and twenty-one teachers.

Named for the late Henry P. Archer, superintendent of schools from 1885 to 1911, the school now is in its second year of operation. Already it is proving too small, for five classes are being held in the afternoon. Fourteen other classes in the negro system also met in the afternoon.

The school was designed by Simons & Lapham, local architects, and was built in two stages.

### PWA Grant Received

The first section of the school, the central block, was finished in 1935 by Ralph B. Simmons, contractor, at a cost of $32,000. The wings and the auditorium were added in 1936 by M. L. Stephenson, at a cost of $125,000.

Occupation of the building was put off until both sections were completed. The second was built by the city school board with the aid of the public works administration, the latter making available an outright grant of 45 per cent.

Eight hundred persons can be accommodated in the auditorium, which is larger than that of any of the other city public schools. There are seventeen classrooms, six fireproof stair towers, auditorium stage and dressing rooms, teachers' rest rooms, principal's office and medical office.

The city provides a doctor and nurse to give examinations to all negro pupils. Parents are advised of defects in the health of their children.

Dr. N. L. Engelhardt, of Columbia university, who recently completed a survey of the city school system, found every local school—white and colored—below his passing grade, with the exception of Archer. He gave Archer 604 points, 104 above "passing". He did not grade the Murray vocational high school, which he also praised.

### Archer Rated High Here

Dr. Engelhardt had this to say about the Archer school's rating:

"The Archer school has been allotted the highest rating among the schools in Charleston. It has been built with due regard to many of the acceptable standards for elementary schools. Toilet provisions have been installed on each floor, the auditorium is on the ground level, classrooms have been made attractive, corridors are amply wide and provide for ready exit, stairways are fire-resistive and administration offices are well planned.

"The other schools for colored children are far below the standards set in Archer school. The site for the Burke Industrial school, with its adjoining public playground is, however, one of the largest and most satisfactory in the city. The Burke school buildings constitute the most unsatisfactory layout in the city.

"All four schools should be retained as educational centers for colored children, sites should be enlarged and improved, and buildings should be rehabilitated to meet the standards for school housing which conform to good practice the country over."

### Site Should Be Bigger

The following quotations concerning the Archer school also are from Dr. Engelhardt's report:

"This most recent addition to the school plant of Charleston more nearly typifies the kind of school housing which should prevail throughout. Its classrooms are large, well lighted and readily ventilated. Their interiors are more satisfactorily arranged than classrooms found in other elementary schools.

"The building includes many desirable features. Its rating was not higher because it lacks some of the special rooms, generally considered necessary for the advancement of a modern elementary program. For instance, rooms for music, library, play and industrial arts would help much in giving significant education.

"The site is not sufficiently large to care for the enrolment, especially after further building additions are made, as may be found necessary in the future. . . .

"The colored elementary schools have forty-eight classrooms, either in good condition or satisfactory for rehabilitation which should be retained in the ultimate school plant, These include seventeen at the Archer, fifteen at the Buist and sixteen at the Simonton. This presupposes the changing of the second floor auditorium in the Simonton into classrooms and the elimination of all fourth floor classrooms. . . .

"It is recommended that the Shaw school be discontinued entirely from use in elementary instruction. It is further recommended that no more classroom additions be made to the Archer school, unless play space is secured in the block to the south of this school." L. M. W.

---

Spartanburg, S. C. Journal
October 14, 1937

# SCHOOL FIGURES ARE PUBLISHED

## Enrollment Higher for Cherokee County

Gaffney, Oct. 14.—Enrollment in county and city schools for the first month of this session is 397 students higher than in the initial month of school last year, a report compiled by Mrs. Grace Thomas, Cherokee attendance teacher, reveals.

Of the total number 310 are in white schools with an increase of 87 in the negro schools, the report shows.

Total enrollment in all white schools in the county for the first month of this term is 5,949. For the same period in the 1936-37 session the enrollment was 5,639. Attendance in all negro schools for the first school month of the current school year is 2,241, compared to 2,154 for the opening four weeks of school in 1936.

### Increase Is Shown

The enrollment in county white schools increased slightly more in proportion than in Gaffney schools according to records. Mrs. Thomas report shows 3,538 students were in school during the first month this session while 3,326 attended during the first month last year—an increase of 212 students over the previous term.

In the city schools last year 2,313 pupils were enrolled for the initial month as compared to 2,411 for the same period of time in the 1937-38 session, or an increase of only 98 students over 1936-37.

City negro school enrollment for the first month of this session increased from 568 last year to 592 during the opening month of the current term—24 more pupils than in 1936.

### Schools to Reopen Oct. 25

County negro school enrollment increased from 1,586 students in the first month of last term to 1,649 this session, according to Mrs. Thomas' report.

Education authorities stated the enrollment is expected to be increased still further as the school year progresses.

Rural schools, which have been closed since early in September in order to allow students to help with harvest work on the farms, will reopen for the remainder of the term October 25, O. M. Mullinax, county superintendent of education, announced this week. Schools in the farming communities had six weeks of classwork in July and August.

South Carolina.

Education - 1937

Common Schools, Condition of.

York, S. C. Enquirer
March 12, 1937

# NEGRO SCHOOLS NOW HAVE LOW ATTENDANCE INSPECTOR FINDS

The attendance in the negro schools of York county is at a very low ebb now, it was discovered by the state inspector who visited them this week in company with County Superintendent Wilkerson.

J. B. Felton, the veteran state supervisor of negro education in South Carolina, after a two day tour visiting the negro schools in this county, expressed his disappointment at the small attendance, while also praising them a for efficient teaching and good wor by the pupils who do attend school regularly.

Superintendent Wilkerson said the state supervisor came here at the time when the negro school attendance is at a record low, partly because of the influenza epidemic scourging all York county, and partly because of the bizarre weather of the fall and winter which puts cotton pickers in the fields in considerable number in the middle of March.

---

Greenville, S. C. Piedmont
April 5, 1937

# Repair Of Plants Is Dire Need

## Survey Shows Many Buildings In Sad State, With Poor Lighting And Other Facilities

**By WELDON JAMES**

A county-wide survey of rural negro schools shows that an extensive program of repairing, repainting, landscaping and provision for adequate water supplies is "highly advisable," County Superintendent of Education James F. Whatley reported today.

The survey, made by the staff of the Greenville County Council for Community Development at the request of Mr. Whatley, gave the average rural negro school a score of only 543 out of a possible 1,000 points on location, site, building, classrooms, equipment, outside equipment, and other considerations. The highest score (Fountain Inn) was 877, the lowest (Pleasant Grove), 67.

Submitted to the county board of education in mimeographed booklet form, with illustrations of each of the 52 schools included in the survey, the report by the Community Council will be used as the basis for whatever program of improvement may be decided upon by the board working in cooperation with local trustees, Mr. Whatley said.

### Program Is Started

"We have already begun a program of schoolhouse repairing in some schools," he pointed out, "a carpenter and all-around repair man having been engaged, since the survey was first launched, to work full-time at the job of improving present plants. Most of his work has been done on negro schools."

The board of education is now making an intensive study of the survey findings and particularly of the recommendations made by Dr. M. C. S. Noble, Jr., executive secretary of the County Council, that the board undertake a program of improvement stressing (a) the repainting and repairing of deteriorated buildings, (b) landscaping of school grounds, (c) provision for safe drinking water and adequate toilet facilities, and (d) adequate instructional supplies and equipment.

Dr. Noble also recommended that the board inaugurate a series of meetings for school trustees of individual districts for the purpose of cooperatively preparing a list of necessary improvements and working out ways and means for remedying existing conditions.

### County Must Decide

"In the opinion of the staff," he declared, "Greenville county is confronted with the sheer necessity of deciding immediately whether to repair its rural negro school buildings now, or to embark in a year or so upon the far more expensive task of constructing new schools for negroes in every section of the county. With estimates by Superintendent Whatley of $2,500 per classroom as the probable cost of new buildings, it seems that economy demands an immediate county-wide program of repair."

Briefly, findings of the survey on which such recommendations were based stated that:

(1) Rural schools for negroes may be classified into two major types, those of local design, and Rosenwald or similar schools, the former as a rule being decidedly inferior in type, the latter better but now "rapidly deteriorating."

(2) Highest scores were made on the basis of location, and on site, but many schools are on sites poorly adapted to recreational purposes, and the land needs leveling and filling in.

### Spent Little Money

(3) Most of the buildings, rapidly deteriorating because only a small amount of money is being spent for maintenance, need window panes replaced, doors re-hung and supplied with knobs, porches repaired, and the exterior painted.

(4) In schools of local design the lighting arrangements are especially bad, and in many those having cloakrooms use them for storing fuel or trash rather than for the purposes for which they were designed.

(5) Few of the schools have desirable equipment for carrying on instructional activities, such as tables, charts, library facilities, adequate blackboard space, sanitary drinking facilities, etc. ("In the main, water is served out of buckets from a tin dipper which serves either an entire class or the entire school."

### Water From Streams

(6) Many schools use water from open wells or springs or running brooks, a number of which are polluted, and, though the majority have an adequate number of toilets, for the most part they offer no protection from inclement weather "and are in dire need of repair."

The survey recommendations were prefaced with the hope "that ultimately a systematic program of consolidation and transportation will be inaugurated," and were limited "to an enumeration of the more immediate steps necessary for the improvement of existing negro school plants."

---

Spartanburg, S. C., Herald
April 10, 1937

# Crowded Schoolrooms

Last year The Herald called attention to the crowded conditions in the schools of Spartanburg county and especially to the conditions in negro schools. Mention was made of one negro school which had an average attendance of almost 200 pupils and seating facilities for little more than one hundred. The roof leaked window panes were broken, no decent toilet facilities had been provided, practically no school equipment had been supplied and pupils were forced to study under conditions that prevented satisfactory progress. It also said that many negro schools in the county were in similar condition.

It appears from the result of a survey of the schools of the state that many of them are suffering for lack of space and that 4,600 additions to buildings are needed for the accommodation of the pupils. In 67 of the white class rooms two children are forced to occupy the space that should be allotted one and that condition was found in 872 negro classrooms. Overcrowded conditions exist in 1,417 white classrooms and in 2,909 negro classrooms.

The report of the survey, which was conducted by the division of schoolhouse planning of the state department of education and the state planning board, also said: "To eliminate the overcrowded condition alone in white schools would require the construction of approximately 600 additional units. To eliminate the condition in negro classrooms would require the construction of approximately 4,000 additional units."

With such conditions in the schools can we xpect to rear healthy boys and girls? Can hey be protected from contagious diseases? Can tuberculosis be decreased? Can pupils nake the desired progress in their studies? Can apable teachers be employed?

# Greenville, S. C. Spends Million And A Quarter On White Schools And Only $100,000 On Negro Units

GREENVILLE, S. C., Aug. 5—(By Saludia M. Young for ANP) —During the term of 1936-7, $1,222,634.09 was spent on the operation of Greenville county schools. Figures compiled by Bower W. Bethea, assistant county superintendent of education, showed that $1,118,651.86 was spent on white schools, and $103,982.23 was spent on Negro schools. Negroes constitute one-third of the population, but received only one-tenth of the school expenditures.

Courier, Pittsburgh, Pa.
8-7-37

Half of the money spent went for the payment of teachers. Other items in the financial report: School libraries, $3,695; fuel, lights, water power and supplies, $30,147; wages of janitors, $25,153; educational supplies and other expenses of instruction, $21,113; maintenance of school plants, $27,771; transportation of pupils (white), $1,829; expenses of other auxiliary agencies, $1,462; fixed charges, $20,836; payments for pupil transfers, $2,404; total current expenses, $955,808; capital outlays and debt service, $162,483.

---

Charleston, S. C. News & Courier
September 18, 1937

## For Poverty and Freedom

When the secretary of the National Educational association criticizes Governor Hoey and Governor Johnston for opposition to federal aid to schools, palely qualifying his statement with the saying that "states should not surrender authority to the federal government in the control of schools," he speaks absurdly or insincerely.

Who has heard of the federal government giving money to states and surrendering control of it? Does Mr. Harry Hopkins surrender control?

Governor Hoey and Governor Johnston are inconsistent; they do not mind surrendering control of their states to the federal government; they are for taking what they can get from the treasury on any condition except—that in the matter of schools they remember that the "negro question" may enter. They must have "talking points" if they are to remain in public life. They must hedge.

As for this man Givens's talk about the poverty and backwardness of the schools in the Carolinas, we have our doubts.

We question that many "educators" know much about schools.

Be that as it may, we do not want South Carolina to be "educated" by federal government's missionaries. If the alternative be ignorance and poverty, let us have it with freedom in South Carolina.

Education-1937

Common Schools, Condition of.

Texas.

# Texas Negroes In Fight For Better Education Statute

Plaindealer

2-27-37

[illegible]

DALLAS, Tex., Feb. 25.—(ANP) — Sponsored by the Dallas Negro Chamber of Commerce, the Interracial Commission, and by other civic, public welfare, and religious organizations of the city, a bill has been drawn for presentation at the present session of the State Legislature, providing educational opportunities for graduate students and teachers who are unable to pursue advanced study in state-supported institutions of higher learning. Dr. R. T. Hamilton, as chairman of the Civic and Public Welfare committee of the Chamber of Commerce, is leading the fight for enactment of the bill which, if passed, will also provide for a state appropriation to defray the expenses of qualified students and in-service teachers who study at institutions outside the state.

A summary of the issues involved, as prepared by the Interracial Commission, states, in part: "The Constitution of Texas clearly and unmistakably provides that 'impartial provision' shall be made for both white and colored citizens; Prairie View College, state-supported, does not provide graduate work of any description and is unable to give training in either the professions or skilled trades and students wishing professional or post-graduate work . . . and teachers in the various colleges of the State, must be trained in out-of-state institutions, thus denying Texans the opportunity of rendering this service to the State."

Proponents of the bill declare its passage will fill a long-felt want, and will enable graduate students to become specialists in their chosen professions. Also, through advanced study and preparation on the part of in-service teachers, the educational standard in all colored educational institutions of the state will be raised to a much higher plane

---

# NEGRO STUDENT BILL BEFORE TEXAS HOUSE

Informer

## Study Of Dr. Hamilton Made Basis Of Appeal

2-27-37

By CHAS. A. STUBBLEFIELD

Houston, Tex.

AUSTIN, Feb. 23.—Immediately after the opening of the morning session of the State of Texas House of Representatives, now convening here, a resolution was read by Representative [illegible] Smith of Fort Worth, Tarrant County, Texas recommending that the State of Texas be authorized and instructed to pay all extra expenses of Negro students who wish to study professional courses offered in State supported schools from which they are barred because of color, and who are forced to leave the state to do so.

The proposal, House Bill 678, created a stir of discussion on the floor of the legislative chamber. After a few minutes the proposal was referred to the Committee on Education for special consideration.

Dr. R. T. Hamilton of Dallas recently submitted to the Legislature an extensive study on equalization of state-sponsored educational opportunities between white and Negro students.

The Texas Inter-racial Committee has done considerable lobbying in favor of such a bill as Rep. Smith proposed.

Liberal minded persons, versed in Constitutional law, around the capital, stated for Informer publication that the present practice of failing to provide for Negro professional students while at the same time providing for white ones, is unconstitutional. The Hamilton-Smith Bill, if enacted into a law will force the State of Texas to pay the additional costs that burden the Negro students who must go out of their home state to secure a type of instruction offered white youths within the state at state expense.

Several Southern states have such a law as Representative Smith proposes for Texas.

---

# Texas Appropriations For Education Prove To Be Big Joke

Defender

7-31-37

Chicago, Ill.

AUSTIN, Texas, July 30—Figures just released by the State of Texas showing appropriations made for the biennium 1937-39 are eloquent testimony in behalf of the argument that "separate though equal" accommodations for our people is a bitter joke in Texas as in the rest of the South.

For 1937-39 the state has appropriated a total of [illegible] for its 23 eleemosynary institutions including asylums, schools for handicapped and crippled children, sanitoria. Of this amount the three Race institutions will receive the following amount: Colored Orphans' home (Gilmer, Texas), $59,098; Deaf, Dumb and Blind Institute for Colored Youths (Austin, Texas), $203,042; Kerville State Sanitorium Kerrville), $238,628. This is a total appropriation for the Race institutions of $500,768.

For educational institutions the Texas legislature appropriated $16,845,998, an increase of over $6,000,000 over 1935-37. Twenty-seven separate items on the list range from the University of Texas' main division of $3,316,448 to the A. and M. College's firemen's training school, $10,000. The only Race institution included—Prairie View State college, received an appropriation of $330,600. This represent roughly one-fiftieth of the total budget for higher education—yet the Race population of Texas is approximately one out of seven millions. This is "equal though separate" education!

Education-1937

Common Schools, Condition of

Virginia

6

# "Social Justice" In Richmond

Planet 3-13-37

Richmond, Va

Richmond's colored citizens are looking forward with eager expectation to the proposed construction of the new Maggie L. Walker High School and are anticipating many modern improvements in the new school that have never graced any school for Negro children in the city of Richmond. Only two of the schools here are now used by Negro children were constructed for their use, most of them having been used for years by whites and turned over to Negroes with the change in the complexion of the neighborhood.

While there are thousands here who feel that the proposed new school building will be modern in every respect and fitted out with all modern improvements, there exists no basis upon which such beliefs or hopes can well be founded. The buildings constructed in the past for the exclusive use of Negro children offer no comfort for those who believe that the city will outdo either in the construction or in the uotfitting of the proposed new school. Of the two new buildings that have been constructed for the exclusive use of Negro children, neither of them are modern; and Armstrong—the lone high school—which it would naturally be expected to be modern, would not even compare favorably with the most poorly constructed Junior high school here for whites.

Frankly and honestly, it cannot be denied that Armstrong's has more of the experience of an extra large grammar school; it is an architectural montrosity, both in interior and exterior construction. The cafeteria in the school has been discontinued long since, the underlying reasons for which the public probably does not comprehend. But those who have examined the school building and noted the "God-forsaken" section of the building set apart for a dining room for modern children, are not surprised that the cafeteria has been closed. The dark, dank and musty smelling near-basement that was "fitted up" for the use of Armstrong High school students is enough to repel and destroy the appetite of the most healthy specimen of humanity. We say "fitted up" because if one were not told that the place was considered a "cafeteria" he would never guess it in his life. This so-called cafeteria in Armstrong school has more the appearance of a "mess hall" in a lumber or logging camp somewhere in the forest about a hundred miles from civilization than of a cafeteria.

There are no windows in the place except on one end—the rear end—and these are blocked off or blotted out by an annex to the main building situated across the alley and by an overhead walkway from the main building to the annex. The place is fitted up with long stationary tables made of plain boards. There are no chairs in the place. The children were expected to make themselves "comfortable" on long wooden benches with no backs to them, also made of the same common lumber. A clean barn would be more inviting. What, with the smell of fresh hay and corn foder? One could eat in comparative peace and find comfort leaning back against a stack of the sweet smelling hay, but no such inviting atmosphere pervades the "dining-room" prepared for Armstrong's High school students. Is it any wonder, then, that the thing failed?

It is such makeshift "improvements' 'as these that Negroes here will have to guard against in the construction and in the facilities of the new Maggie L. Walker High school. It is proposed to construct the new school with an inbuilt gymnasium. There is also a report that a drill ground will be constructed in the rear of the building. It is patent that school authorities here have no idea of placing in that school, unless great pressure is brought to bear upon them, any new and modern improvements not found in most of the white high schools here, whether they be junior or senior schools. If the gymnasium is included in the construction plans, the space wherein the gymnasium should be or is proposed to be placed, may be left vacant, but the gymnasium as such, judging by past performances, may remain in idle dream. What probably is in the minds of school authorities is the placing in the gymnasium of baskets for playing basketball, several wooden benches for spectators and a bare wooden floor. It is hardly possible that the idea of equipping the gymnasium in Walker school with modern facilities such as a swimming pool, shower baths and the proper facilities for the practice of calisthenics has ever entered the heads of Richmond school officials in connection with that school.

It is hoped, however, that in view of the obvious fact that Negroes have not in the city of Richmond any school that has the architectural appearance of even a Junior High school, this new school will be an architectural feast for the eyes—something of which they can be justly proud. As pointed out at the beginning of this article, only a few of the school building used by Negro children were constructed for their use: so it should not be an impossible feat for Richmond to give to its Negro citizens this time a **real** school building. This dream will not come true, however, without some action on the part of the citizens affected.

Most of the school buildings used here by Negro children were constructed prior to 1900, many of them having been built shortly after the War Between the States. They were used for long years by whites, but when the sections in which they are located were vacated by whites for more congenial neighborhoods, the schools were turned over to the incoming blacks. Some of these buildings have been renovated or added to in order to adequately meet the needs of the public, after much protest on the part of Negro citizens, following long years of vain petitioning.

---

# Rev. Ransome Cites Many Inequalities

Journal & Guide

## Mrs. Henderson Warns Teachers To Be Alert Socially

2-13-37

**Journal and Guide Bureau**

RICHMOND—A ringing demand for equalization of educational opportunities for Negro children; raising of the curriculum at Armstrong High School; speeding up the appointment of Negro principals; and inclusion of Negro History in the school curriculum, featured an enthusiastic rally of Negro teachers at the Armstrong High School last week for the mid-term convocation.

Norfolk, Va

Jesse H. Binford, Superintendent of City Schools, presided. Mrs. Kate Henderson, president of the Richmond Teachers Association, discussed the program for the remainder of the year.

Fred W. McWane, general manager of the bi-centennial celebration to be held August 25, outlined plans for the event.

DR. RANSOME SPEAKS

Rev. W. L. Ransome, pastor, First Baptist Church, South Richmond, delivered the principal address and discussed brilliantly the "Needs of Negro Education."

"Youth should be prepared for vocational aspects of life, especially for such occupations as are available to him in his home town," he asserted, stressing that the minimum education for the average youth should be a high school education.

Rev. Ransome called education a life process in which changing conditions make adjustment and readjustment necessary. He pleaded for equal educational opportunities for Negro children; raising the curriculum at Armstrong High School; and speeding up the placing of Negro principals.

The speaker discussed representation at the bi-centennial of Negro citizens and recommended that a committee be appointed by the School Board or Superintendent to see that the race is properly represented in the bi-centennial pageant.

Mrs. Henderson called attention of the teachers to the importance of increasing their attendance at the regular meetings of the association and the educational and instructive programs planned for the rest of the year.

She pointed out that the teachers association of Richmond has the largest membership of any local teachers organization in the state, very loyal and dependable. She commended the record which showed that 95 per cent of the teachers voted in the last election but warned that their horizons must be broadened to give serious study to such important issues as the Harrison-Fletcher Bill to be considered by the present Congress, and the campaign for a unicameral Council for Richmond.

---

Richmond, Va., Times-Dispatch
September 8, 1937

# Striking Contrasts Presented In Public School System

Yankee influence, both in money and in personal direction, was the daddy of the present city school system of Richmond, an educational undertaking which today has amassed property valued at more than $7,000,000.

Violent opposition greeted this help from beyond the Mason and Dixon line. Only four years had passed since the victorious Federal army had marched into the Confederate capital. Now the North, foes of the plan pointed out, was trying to tell the South how to rear its children. This thought rankled much more painfully in the minds of Richmonders than did the biased fact that only eight teachers were furnished for white children while 25 were employed to conduct classes for Negroes.

Fight against the system came to a head in a newspaper controversy between Professor Bennett Puryear of the Richmond College faculty and Dr. Ruffner State superintendent of education. For months they fired back and forth at each other through the printed column, until Puryear finally gave in and became a warm advocate of free schools.

**Jesse Binford**

By 1875, matters had quieted down to the extent that H. C. Bickness, editor of the New England School Journal and a prominent educator, wrote after a visit here that "it is a matter of marvel to our readers to learn that the Richmond school system, adopted in 1869, has now become one of the most popular departments of the city government. It met with strong opposition and encountered the prejudice of the wealthiest and most influential citizens for some time . . ."

Only a small part of Richmond or of the South, which had laid down its arms at Appomattox, went into the first public schools opened here. The City Council appropriated $15,000 and a similar sum was made up of subscriptions from Northern educational societies, the Freedmen's Bureau and the Peabody Fund. Andrew Washburn, a Northerner, was superintendent.

Fifty-two classes were organized among 2,400 pupils that first year. Only one building was owned by the system. This was the old Lancasterian School, in which were opened in 1816 the first public classrooms in Richmond. Called Valley School in 1869, it was used by Negro children, while other pupils met in rented quarters scattered throughout the city.

### Negro Normal School Started

About the same time free schools got under way. Northern friends of the Negroes started a normal school at Twelfth and Leigh Streets, conducted by white teachers from the North. Later, this was deeded to the city on condition that it always be used for educational purposes and still stands today as a storage warehouse of the city system.

After the first session, the City Council elected as superintendent J. H. Binford, who had taught in a private school. Great progress was made the following year. The free schools were made a part of the State system, the mansion occupied by Jefferson Davis during the war and the entire block on which now is located the Baker School were bought, and the Baker, Leigh and Bellevue Schools were built.

With these additions, white schools included the Bellevue, at Broad and Twenty-second Street; the Bethel, formerly the old sailors' Hospital, at Twentieth and Cary; the Central, at the old Davis mansion, now the Confederate Museum, and the Leigh, at First and Leigh. Negro children attended the Valley, formerly the old Lancasterian, and the Baker Schools.

White teachers were employed in each of these six schools. Principals were assigned to each building and were required to teach three hours a day. The pay roll for the session totaled between $4,000 and $5,000.

### Night Schools Unsuccessful

Another feature of 1871 was that night schools, first attempted during the preceding century, were tried and failed.

A high school with a total enrollment of 49 pupils was opened in rented quarters on the south side of Broad Street, between Ninth and Tenth, on October 1, 1872. William Fox was principal. Exactly one year to the day later, the first high school building was opened at 805 East Marshall Street.

Developments came rapidly after that period. Springfield Hall and a four-room building at Twelfth and Leigh Streets for Negro children were rented. Clay School, a frame church building at Brook Avenue and Clay Street, was bought for white pupils.

During the session of 1874-75, the Navy Hill School was opened. Located in two frame buildings at Sixth and Duval Streets. this school was used by children and was the first to have Negro teachers. The property later was bought, and served until replaced by the present structure.

Interest in the schools continued to grow, and many visitors came to the city to inspect them. In 1876, Superintendent Binford, who was no relation to the present superintendent, Jesse H. Binford, died and J. H. Peay Jr. was elected in his place. Because of crowded conditions, half-day schools were inaugurated at Bellevue and Madison. Nicholson School was rented and used as an addition to Bethel until a new building was erected.

### Principals Returned

Politics threatened the schools in 1881. Negroes were given the right of suffrage and they joined hands with the Readjusters, composed of white Republicans and office-seeking Democrats, to sweep the State in the fall election. Under their direction, new members gradually were added to the board of education, among them two Negroes, and in 1883 gained full control. The principals of Baker, Valley and Navy Hill Schools, as well as all white teachers in the Negro schools, were replaced by Negroes.

Using this situation as a weapon, the Democrats regained their power at the next election, ordered new school boards all over the State and the ousted principals were re-elected.

As a further retaliation, prominent citizens prepared a petition to remove all Negro teachers from the schools and to replace them by white men and women, but this was rejected by the board.

Moore and Marshall schools were completed in 1886, and West End School was opened the next year with only enough pupils to occupy eight rooms. White night classes were resumed in 1888 and were followed in 1895 by similar instruction for Negroes, but all of these deteriorated and were closed in 1898.

Classes in cooking were introduced in 1893. The first kindergarten school was started at Madison School in 1903. Medical inspection and manual training were begun the next year.

### Thomas Jefferson Opened

In September, 1930, was opened to Richmond school children the newest and biggest educational plant in the city—the Thomas Jefferson High School at Grace and Antrim Streets. This building, erected at a cost of $1,000,000, has 75 classrooms, a large auditorium, double gymnasium and a recreational hall, and can accommodate 2,000 pupils.

None of the buildings erected during the first 30 years of the public school system remain unchanged today. They have been altered or abandoned, so that now improved structures and modern new educational plants dot the city. Figures in the office of Jesse H. Binford, present superintendent, show a total school property valuation of $7,207,636.98, as compared to $2,500 in 1869.

Other comparisons show that 44 buildings are owned now to one, the old Lancasterian School, in 1869; that 39,195 pupils were listed in the latest enrollment figure, while only 2,400 were enrolled on the start, and that 1,164 teachers are employed today as successors to the 33 who first conducted classes in 1869.

Danville, Va., Bee
September 14, 1937

---

# White Schools Show Drop in Attendance

—o—

## But Colored Enrollment Moves Up to Give City 129 Increase

—o—

A net increase of 129 was reported today in the public school population based on reports filed with G. L. H. Johnson, superintendent of schools by the principals of the various schools.

Actually, there is a decrease of 52 in the white schools and an increase of 181 in the colored schools, the latter being viewed by Mr. Johnson as an evidence of improved living conditions and more pupils remaining in school after the compulsory school age.

The total white school population is given as 4,435 against 4,487 in 1936 the colored school population this year being 2,010 against 1,829 in 1936.

The total school population this year is 6,445 against 6,316 in 1936.

These figures are expected to increase during the next few days as there are always some delays in children reporting for school work.

The summaries are interesting in that they reflect that the peak of total white school enrollment has been about reached.

Speaking of the drop in white school attendance, Mr. Johnson said:

"The small decrease in total white enrollment is not significant of a downward trend. It is too small for that. It will probably be more than made up in a few days. It is, however, further evidence of a rather stabilized enrollment."

Another factor Mr. Johnson said is the tendency of many urban families to move into country homes in the suburbs.

Twenty-five boys are enrolled in the Practical Arts School.

Following is the enrollment according to schools:

| | 1936 | 1937 |
|---|---|---|
| G. W. High School ...... | 990 | 1081 |
| W. W. Junior High School | 489 | 418 |
| John L. Berkeley School | 678 | 626 |
| Forest Hills School ..... | 488 | 450 |
| Robert E. Lee School ... | 579 | 571 |
| Bellevue School ........ | 664 | 648 |
| Stonewall Jackson School | 496 | 540 |
| Practical Arts School ... | 28 | 16 |
| Textile School ......... | 75 | 85 |
| Totals: ............ | 4487 | 4435 |

—o—

| | 1936 | 1937 |
|---|---|---|
| John Mercer Langston Hi | 319 | 383 |
| Westmoreland School ... | 719 | 792 |
| Monticello School ...... | 200 | 231 |
| Almagro School ........ | 215 | 213 |
| Wm. F. Grasty School ... | 376 | 391 |
| Totals: ............ | 1829 | 2010 |
| Summary: | | |
| White ................ | 4487 | 4435 |
| Colored ............... | 1829 | 2010 |
| Totals ............ | 6316 | 644 |

Net increase 129.

Education-1937
Common Schools, Condition of.

West Virginia
6

# West Va. Education Board Blazes Educational Trail

## Sees Need For Entirely New Philosophy In Negro Schools

Journal & Guide
Norfolk, Va.
7-24-37

CHARLESTON, W. Va. — In giving a brief account of its stewardship to the citizens of West Virginia, the Negro State Board of Education last week issued a brief memorandum concerning its growth, achievement and philosophy during the four year period of its existence.

Although it has received bitter criticism, it has appealed to persons regardless of their politics and has safeguarded political freedom in Negro institutions of the state. Few changes have been made in the personnel in institutions, R. P. Sims being the outstanding change. It was learned through the secretary of the Negro State Board of Education that while President Sims is still in service, whenever he is to be retired, he will be retired as president emeritus and probably with an honorarium for life, for his large contribution to education in West Virginia.

### LIST ACHIEVEMENTS

The board has either taken the initiative in blazing new trails, or has collaborated in the vanguard of each of the progressive steps listed below.

1. Greater professional training of teachers in all three institutions under its jurisdiction. It has directly influenced the staff of Bluefield State Teachers College, and the Deaf and Blind School to better train themselves for enlarged service to the state. A number of the Deaf and Blind School faculty have further developed themselves in Ypsilanti and Toronto —each year during the past three years, and it has encouraged the already highly developed spirit of professional training at the West Virginia State College.

2. Secured larger appropriations for all three institutions under its jurisdiction.

3. Secured $40,000 through legislation which established a 4-H Camp for Negroes of West Virginia.

4. Approved and aided in securing $27,000 for extension work for West Virginia State College for the present biennium.

5. Approved and secured increased appropriation for out-of-state aid for Negro students.

6. Stimulated and secured supervision for public schools of the state.

7. Is establishing larger vocational offerings in all three schools under its jurisdiction. During the present year new courses are being offered at West Virginia State College. There are barbering, beauty-culture and a more rounded course in building construction.

### SALARIES INCREASED

8. Increased salaries for all staff workers. The average increase for salaries for staff workers **at all three institutions is slightly above eleven percent during the current year of the biennium**, while salary raises since 1933 at the institutions, average approximately sixteen percent.

9. Although a dual educational body, the Negro State Board of Education enjoys a fine relationship with the West Virginia State Board of Education, with whom it jointly labors.

### 10. URGES NEWER PHILOSOPHY

I. J. K. Wells, secretary of the Negro State Board of Education, statedthat the board is encouraging all employees to develop a newe routlook for Negro education. All staff heads are urged first to secure nuclear faculty groups around which to carefully select the workers to build and maintain a proper philosophy of Negro education. "The last decennial census shows," continued Wells, "that Negro employment is concentrated in four chief fields: 36.1 per cent in agriculture; 28.6 percent in domestic and personal service; 18.6 percent in manufacturing industries; 7.2 percent in transportation and commerce.

"Noticeably each of these is in the heavy industries, where largely unskilled labor is the chief asset. Our colleges must blaze the way in changing this situation, and they must erect a new philosophy. We must have a purposive philosophy to change this. The "freedom-of-learning" educational philosophy will not liberate the American Negro. He must have as a philosophy "education is to be applied at the point of greatest need." Today the points of greatest need are: religion, politics, and economics, while our whole educational system rests upon the structure of liberal arts. The Negro State Board of Education is urging a fundamental attack to improve the religious and economic welfare of the Tenth American.

### LACK OF LEADERSHIP

The weakness in philosophy of our schools with respect to applying education to the point of greatest need may be seen from the following:

1. No special school in the system of this country is trying to develop Negro leadership for the ministry.

2. The Negro controls no single economic field in this country—not even shoe repairing nor bootblacking.

3. Although Ohio, Pennsylvania, Illinois and New York now have larger Negro populations than Arkansas, Tennessee and klahoma, yet none of our schools seem to be definitely preparing Negroes for political leadership and political well-being in these states.

Journal Guide
7-24-37
Norfolk
Va.

Education - 1937

Alabama

Common Schools, Improvement of

Eufaula, Ala. Tribune
February 3, 1937

# PLAN ERECTION NEGRO SCHOOL

7781

## Rydings And Comers Donate Cash And Land To Begin The Movement

The current issue of The Avondale Sun, weekly publication devoted to the Comer Mills, contains the following in regard to the establishment of a school for negroes at Old Spring Hill, home of the Comer family:

Mr. and Mrs. Herbert C. Ryding have offered to contribute $1,000 to the building of an industrial high school for negroes at Old Spring Hill in Barbour county. Mr. Donald Comer has offered to deed to Barbour county 10 acres of land from the B. B. Comer estate to erect this school on. The land not occupied by the school building could be used for experimental farming.

Mr. and Mrs. Ryding have recently moved to Barbour county from Birmingham. Mr. Ryding is a member of the Birmingham city board of education and Mrs. Ryding is on the board of the state training school for girls and has devoted a large part of her time and resources to the development of this school. Both Mr. and Mrs. Ryding are, therefore, well qualified to help in carrying forward the much needed work of an industrial school for negroes in Barbour county.

It is becoming more and more generally realized that the greatest need in the south today is to educate the tenant farmer, particularly the negro tenant farmer to work intelligently with his hands.

Old Spring Hill is located in the center of the negro population of Barbour county and is on a highway endowed by the late Mr. E. T. Comer. A negro industrial high school located at Old Spring Hill under the able supervision of Mr. McDaniel and the Barbour county board of education could probably accomplish more towards raising the standard of living of the negroes of Barbour county by teaching them to farm intelligently and work intelligently with their hands than any other program that would be practical for the county.

---

Fayette, Ala., Alabamian
February 11, 1937

# Six-Year Public Building Program Is Ambitious Aim of City's Mayor

## Postoffice Costing $65,000, Addition to County and New Negro School Completed or Almost ready.

**By Harold I. Fisher**
**State Editor, The Birmingham News**

Fayette, Ala.,—Recent announcement by Mayor W. A. Dodson of a six-year public building program entailing expenditure of about $45,000 served to center attention on construction of three public structures, the building industry here has shown a marked improvement in the past 12 months.

The new Fayette postoffice is rapidly nearing completion and will be ready for occupancy within two weeks. Built at a cost of about $65,000, it embodies every modern faculty. S. J. Sanders is postmaster.

Already completed is a vocational building for the Fayette County High School, of which John M. Brown is principal. The vocational building, providing space for vocational agriculture and home economics classes, was constructed as a PWA projects at a cost of about $10,000. In addition, about $3,000 will be spent in equipment for the building. Two additional classrooms built at a cost of about $5,000 have been added to the high school, itself a handsonme stucture built only two years ago at a cost of $55,000

The third public building in Fayette is the new Negro elementry school constructed in the western section of the city. This, also was PWA project and cost about $11.000.

The largest private construction enterprise in the city is the new clinic being built by Dr. B. W. McNease, which is expected to provide diagnostic and clinical faciiities for a wide area in this section of the state. The new building of attractive brick construction, will cost approximately $11,000. Dr. McNease will supplement his present equiipment by the purchase of about $5,000 additional equipment when the clinic is ready for use. The clinic will have complete operating and x-ray equipment but will have only limited hospitalization facilities.

Mayor Dodron's six-yead public construction program is under way with construction of sanitary sewer facilities of a cost of about $26,00.

Also under construction at present is the laying of several blocks of paving.

Project No. 2 on the mayor's program is the building of additional santitary sewer facilities on the Loop Road. Project No. 3 is the construction of a new city hall and jail.

The final step in the six-year program is the creation of a city park and the construction of a municipal swimming pool. The total cost of the six-year program is estimated at around $45.000.

---

Selma, Ala., Times Journal
June 16, 1937

# SCHOOLS BETRAYAL HITS HOME

At a meeting of city council Monday night, the pressing question of future financing for the schools of Selma was introduced, eliciting from Mayor Lucien P. Burns the statement that an impending shortage in educational funds here portends dubious days ahead.

The issue was raised by a request that the city provide housing facilities for 350 negro pupils of Knox Academy, which will be turned over to the city school system this fall due to inadequate finances for continued operation as a unit.

Mayor Burns pointed out that the school board must realize, as does the council, that it has been hoodwinked by promises of relief from the sales tax, which takes $90,000 out of Dallas County, while returning only $4,000. Decreased ad valorem tax assessments have proved a heavy blow to city revenues, it was declared, and that there is no hope that the city can shoulder the school deficit.

**It is grimly ironical that the dubious financial outlook of the schools should be placed before the council just at a time when latest statistics from the state capitol reveal that the default of the Bibb Graves machine on its educational obligations comes in the face of the greatest flow of revenue ever turned into the treasury of Alabama.**

**These statistics show that for the first eight months of the present year, $33,699,721.73 was collected for state purposes. In order that the tax payers can understand the magnitude of this sum, it may be recalled that B. M. Miller had only $22,900,000 with which to work during his entire last year as governor.**

To make the comparison more odious, the educational record of the Miller regime can be weighed against that of the Great Promiser, who bakes pies while the children of Alabama lose school standings worthy of credit in other states.

The full extent of Graves' educational infamy is exposed to the world by a survey of the statewide situation, which reveals that in at least sixteen counties, classes were terminated before the span of the regulation terms of seven months for the grammar schools and nine months for high schools.

Eighteen counties managed to complete their terms with the aid of public subscriptions or by promising to pay later. Nineteen were reported as able to round out full sessions, with the remainder of the 67 not furnishing figures requested.

As we weigh this information in our minds, let us consider the fact that at the present rate of collections, total revenue for the year is going to reach approximately $60,000,000, which would set an all-time high mark in our history.

This again poses the question of whether or not the voters are going to continue to tolerate a political machine that lives upon the fat of the land while our children are cheated of the education for which we are paying heavily.

There is only one sure way to grub out the roots of Gravesism, and that is to make every candidate in the 1938 gubernatorial race step fully into the light, where we may subject him and his motives to a searching scrutiny for signs of the brand of the machine.

---

Selma, Ala., Times Journal
June 13, 1937

# City School Board To Urge Purchase Of Knox Academy

A delegation from the City School Board will appear Monday before City Council to request that the City purchase Knox Academy to be operated as a public school for negroes.

The School Board recently was offered the property for $10,000 by a northern Presbyterian church mission which has operated the school since 1875 and which now has withdrawn from the field. The city's only other public school for negroes is the Clark school, operated for a number of years.

Provision for the teaching force will be made for the school for another year, under plans outlined at a recent meeting of the City School Board.

City Council will meet Monday night for the first time in three weeks. Routine matters will be discussed.

Andalusia, Ala., News
October 14, 1937

# 5,326 Elementary Schools In State

There are 5,326 elementary schools in Alabama. Of this number 2,885 are for white people and 2,441 for negroes. These schools are divided into six classes according to the number of teachers employed.

There are 2,459 one teacher schools, 1148 two teacher schools, 489 three teacher schools, 229 four teacher schools, 145 five teacher schools, and 856 that employ six or more teachers. There are nearly twice as many one teacher negro schools as white, the number of whites being 888 and the negro schools being 1571.

In all other classes the number of white schools exceeds the number of negro schools.

---

Guntersville, Ala., Advertiser
October 20, 1937

There were 137,188 white school children being transported in buses to and from school in Alabama in 1935. Of this number 87,929 are in the elementary grades and 49,259 are in the high school grades. The number of negroes transported was 2,599.

---

[illegible]field, Ala., Tri-Cities Daily
October 20, 1937

There were 137,188 white school children being transported in buses to and from school in Alabama in 1935. Of this number 87,929 are in the elementary grades and 49,259 are in the high school grades. The number of negroes transported was 2,599

---

Cullman, Ala., Democrat
October 21, 1937

There were 137,188 white school children being transported in buses to and from school in Alabama in 1935. Of this number 87,929 are in the elementary grades and 49,259 are in the high school grades. The number of negroes transported was 2,599.

---

Luverne, Ala., Journal
October 20, 1937

There were 137,188 white school children being transported in buses to and from school in Alabama in 1935. Of this number 87,929 are in the elementary grades and 49,249 are in the high school grades. The number of negroes transported was 2.599.

---

Union Springs, Ala., Herald
December 2, 1937

# JEANES HELPING TEACHER OUTLINES PLANS FOR 1937-38

The Jeanes Helping Teacher's Plan for the Educational Work of Negro schools of Bullock County for the term of 1937-38, is outlined as follows:

I. Objectives:

a. To put forth all efforts toward the improvement of conditions of the rural home and school, and to bring about a closer relationship between the home and school.

b. Diagnosis of individual needs.

c. Remedial treatment.

d. Encouraging teachers' organizations to the improving of instruction.

e. A well organized industrial program for each school.

II. Means of achieving above objectives:

a. 1. Visit homes.

a. Acquaint parents with school and community needs.

b. Encourage bigger enrollment and better attendance.

c. Improving school buildings and their surroundings.

2. School and community organizations.

a. Parent - Teachers Organiation for constructive cooperative school work.

b. School improvement clubs.

c. School and community choir.

3. Other school activities.

a. Group Play Days.

b. Oratorical contest.

B. 1. In formal test will be used and interpreted for diagnostic purposes. Special attention will be given to individual difficulties in reading, arithmetic in both the primary and intermediate grades. Teachers will be assisted in setting up an informal type of technique for diagnosing difficulties in geography and history in grades 4, 5, 6.

C. 1. Remedial treatment will be given for groups and for individuals to meet the needs revealed by the test mentioned in B.

D. 1. Encouraging teachers' contributions to the improving of instruction.

a. Well planned Teachers' meetings.

b. Demonstration work in classroom for individual teachers.

c. Classroom visitation and conferences with teachers.

E. 1. All industrial work will grow out of community needs. The work will be done in the unit form, based on subjects taught in school.

In next week's write up you will be given some more achievements for this school term.

T. M. Oliver,
County Jeanes Agent.

---

# *New Schools Dot Alabama As U. S. Spending Continues*

Advertiser
12-11-37
Montgomery
Ala

Intelligent and constructive use of work program labor by city and county authorities in the building of new schools and additions has set Alabama's educational facilities a quarter of a century in advance of what the State could have normally done for itself without the work program, A. P. Morgan, State administrator of the Works Progress Administration, has been advised by State educational leaders.

The work program in which the Works Progress Administration and Public Works Administration are the major agencies has provided Alabama's children with 482 new school buildings and school building additions, Mr. Morgan said.

All of the buildings were constructed according to plans approved by the State Department of Education and are modernly equipped. The school construction program, one of the largest that has been undertaken, was sponsored by the State Department of Education and the county and city boards of education. The new structures, and other improvement projects, Mr. Morgan said, represent an investment of more than $11,000,000.

Virtually every county in the State has profited as a result of the school building program, he said.

"Alabama has made great progress in school construction because it had intelligent leadership in the State Department of Education and on the county and city boards of education," Mr. Morgan said. "They were the agencies that proposed constructive use for the work program labor and without their cooperation the labor would in all probability have been put to less constructive use. The counties and cities, moreover, have put their own money into the program to supply the major portion of the materials".

The Public Works Administration, he said, has completed 187 new buildings and now has 22 under construction. The PWA also has completed 145 additions and has repaired 48 buildings. Cost of the PWA program was given as $8,036,758.48. The major part of this work was done by contract upon the basis of a 55 per cent loan and 45 per cent grant of funds by the Federal Government.

The Works Progress Administration has completed or has under construction 128 new school buildings and additions, which with other repair and improvement projects will total approximately $3,000,000.

Education - 1937

Common Schools, Improvement of.

Florida

Jacksonville, Fla., Times-Union
September 13, 1937

# WPA Projects Are Approved By Washington

## Several Florida Counties Will Benefit from Latest List.

Frank P. Ingram, State WPA administrator, yesterday announced his office had received Washington's approval of 11 work projects for which application were made recently.

Almost every section of Florida is represented in the batch of approvals and many types of work will be carried on if and when it is possible to start them.

Actual operation of the jobs will depend, said Ingram, on certified labor of the necessary classes being available, on preference shown by local planning boards and other requirements governing WPA projects.

Ingram listed the approvals as follows:

Improve Roosevelt Boulevard in Key, West, by scarifying, filling, grading and oiling 5.6 miles of roadway 50 feet wide, starting at Bertha Street. WPA funds, $51,634; sponsor, $13,080.

**Hillsborough Projects.**

Re-work Lutz-Lake Fern road Inter-Bay and West Shore Boulevards and streets in Avondale section, all in Commissioner's District No. 2, Hillsborough County, project to include general road work and rebuilding of Springlake Channel Bridge. Federal, $15,026; sponsor $3,765.

Improvements to Cedar Street, Tampa, by removing existing paving and curbing, widening street, constructing base, relaying curb, etc. Federal, $5,372; Tampa, $2,182.

Improve Riverview Boulevard and Twenty-First and Twenty-Second, Twenty-Third, Twenty-Fourth and Twenty-Fifth Streets in Bradenton. WPA funds, $11,737; sponsor, $8,503.

Construct new three-room building at Greenhow colored school, Leon County. WPA, $3,704; Board of Public Instruction, $2,589.

Erection of recreational building and other work at Ragan Park, Tampa. Federal, $13,318; sponsor, $5,323.

For completion of auditorium, construct two open shelters and paint bleachers at athletic field, at Clearwater Beach. Federal, $5,857; local contribution, $1,517.

Improve county water system, on keys, from Pass-A-Grille to Indian Rocks, in Pinellas County, by installing new pipe, reclaiming old pipe and other work. Federal, $21,627; county, $22,337.

Construct sanitary sewerage system in Ridgewood Park subdivision, Tampa. Federal, $17,407; sponsor $13,990.

Tear down two-story brick building and construct new unit to Bronson school, Levy County. Federal, $18,182; school board, $7,374.

Improve buildings and grounds at public school in Spring Lake, Hernando County. Federal, $2,488; school board $3.168.

---

Miami Fla Herald
October 31, 1937

# STATE SCHOOL CHIEF IS ASKED TO EXPLAIN

## County Board Wants Definition of "Unusual Conditions" In Free Bus Service

A decision to ask Colin English, state superintendent of public instruction, for a definition of what is meant by "unusual conditions" in the state school code pertaining to school bus transportation was reached at a meeting of the county school board last week. This followed two more protests against the board's policy of rigidly adhering to the state provision against free transportation for pupils residing within two miles of school.

The state code bars free transportation except in cases where "unusual conditions" prevail. The latest opponents to the code provision are the South Miami City Council and the Redlands District Improvement Association, both of which submitted resolutions pleading "unusual conditions" in their sections.

James T. Wilson, superintendent of schools, submitted a report to the board compiled by Dan J. Conroy jr., supervisor of school bus transportation, showing a net decrease in school bus operations this year of $31,391.34. At the same time, it was shown that the daily average of students transported had jumped from last year's total of 3,043 pupils to an estimated daily average of 3,347.

The report showed that total cost of school bus transportation this year on the basis of currently available figures would be $63.941.51, as against last year's total of $95,332.85. The figures on average daily costs were exclusive of the Miami Beach schools, though the cost of two buses for Miami Beach was included in the cost analysis totals. The average daily estimate was based on an estimated increase of 10 per cent over last year. School enrollment and average attendance is running around 10 per cent over last year.

Mr. Conroy's cost analysis showed that 38 buses were being operated, as compared with 51 last year. The total daily mileage has been reduced from 921.44 to 869 this year. The total cost, exclusive of Miami Beach, was listed at $58,480.11, as against $94,584.43 last year. At the same time, the cost per haul mile has been reduced from .54 cents to .37 cents. The annual cost per bus likewise has been reduced from $1,854.59 to $1.538.95.

The most radical reduction was the cost per pupil per year which was from $31.08 to $17.47. The cost per pupil per day likewise was cut from .172 cents to .097 cents.

Since school opened in September, the report states, one bus has been added for negro children at Perrine and Goulds at a yearly cost of $1,312.40. Allowance also was made for five negro children for private transportation at $20 a month for a year's total of $160. Additional mileage on all buses at $21 a month will total $189. Exclusive of Miami Beach, the 1937-38 bus costs, based on estimates, will be $60,141.51. To this, $1,150 is added for two buses for Miami Beach, and extra transportation for Ponce de Leon High school amounting to approximately $450, bringing the total operating costs up to $61,741.51. Salary and car allowance for the transportation director is listed at $2,200 for the year, bringing the total county-wide bus costs up to $63.941.51.

Education — 1937

Georgia.

Common Schools, Improvement of.

Moultrie, Ga., Observer
November 19, 1937

# History of County Schools Like Arabian Nights Tale

## Schools Operated Only Three Months Back in Early 'Eighties

Standing in the front ranks of progress and development in Colquitt county are its schools. The marked advance they have made in less than a half century reads almost like an Arabian Knights tale.

Delving back into the records of 1883 when the county was still an infant, it is found that the schools operated for only three or four months. The average attendance in the county during that year was 303 and the total cost of operations for the year was $798.00. The total rural enrollment at present is around 6,000 and more than $175,000 will be spent in operating the schools this year.

In 1888 there were 17 teachers in the county schools with total salaries of $1142.50, records reveal.

Public schools were instituted in Georgia in 1868. When the first schools were established in this county they ran each year for a period of only sixty days. Dr. Baker E. Watkins was the first county superintendent, according to records available, and he held the position for four years until Henry Gay was named in 1883. Mr. Gay was followed by N. N. Marchant, who recently passed on to his reward. Others serving as head of the Colquitt schools are: John E. Howell, Lee S. Dismuke, O. A. Thaxton, Frank Clark and the present incumbent, L. O. Rogers, who is now serving his third term.

**Consolidated Schools**

All of the county schools are now consolidated schools. This county was one of the first to start the work of consolidating. The splendid school at Funston, with her excellent building equipment and enrollment of about four hundred and fifty, was one of the first consolidated schools of the state. It still ranks among the first in points of efficiency and the character of school work done. About the time the Funston school became a consolidated school' there were fifty two schools in the county. Many of them were small. Some were one room schools and one and two teacher schools. Now there are only twenty-three schools for white children. Thirty have been abandoned tion.

Colquitt ranks eleventh in size among the county school systems of the state.

All of the school children, except those living close to the schools, are transported in buses. To handle them a fleet of thirty buses is required. The school districts have borne the expense of the school buses in the past, and this year they are receiving some help from the county and state funds. It is hoped that the state will soon take over the operation of the buses.

**Well Kept Buildings**

The school buildings are mostly new or have been recently repaired and painted. The buildings are in fine condition, and all of them equipped to provide ample light and warmth in the winter. The school grounds are likewise well kept, and every school, even the Negro schools, has its extra grounds for the children to play and engage in sports.

There are no tumble-down shacks in the county school system. No broken steps and no broken windows. Everything is spic and span. There is nothing in the appearance of the students, the teachers, the condition of the class rooms or the buildings to differentiate between a "country school" and a school in a city.

There are 164 white teachers in the white schools of the county exclusive of Moultrie city and Doerun city schools. The white enrollment of 4,385, is divided as follows:

Autreyville 130, Baypole 98, Berlin 322, Center Hill 90, Cool Springs 117, Crosland 145, Cotton Mill 133, Culbertson 200, Doerun rural school 330. Ellenton 215, Funston 411, Hartsfield 204, Moultrie county high 350, Norman Park county high 130, Norman Park 284, Murphy 50, Okapilco 454, Pine Hill and Pleasant Hill 29, Reedy Creek 186, Rock Hill 103, Rose Hill 227, Sigsbee 63, Sunset 177 and Ty Ty 267 students.

**Negro Schools**

The Negro schools are being brought along in a modern way. There has been a building campaign this year that has greatly helped the Negro schools. No less than eight new buildings have been erected and a liberal amount of money has been invested in desks and in heating equipment. There are 950 enrolled in the Negro schools of the county system. And the standard of school work is held high. There is not a Negro teacher with less than two years of college training. The Negro schools are especially fortunate in having the services of a very capable school supervisor.

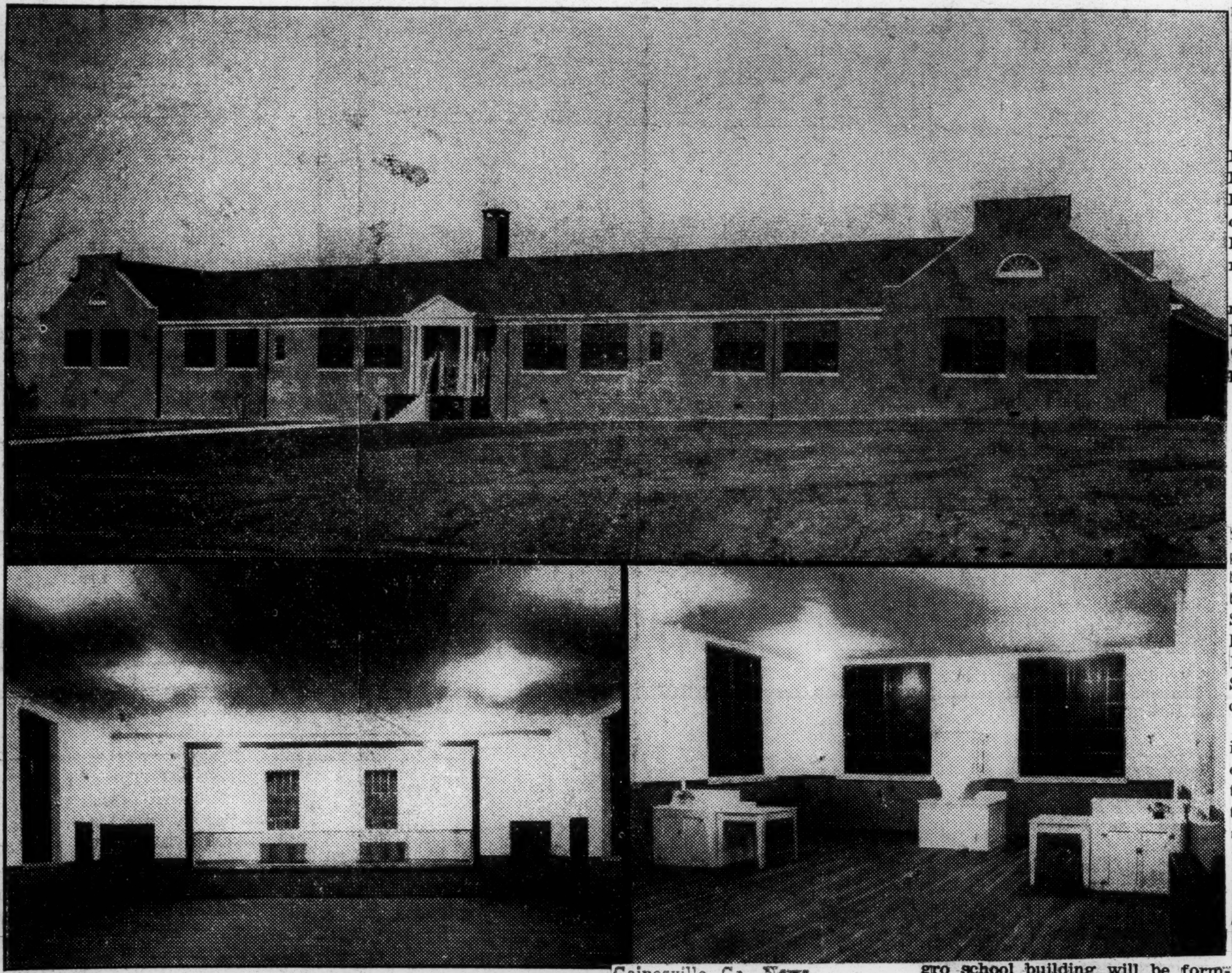
Employed in the Negro rural schools are 28 teachers.

Education - 1937
Common Schools, Improvement of

Georgia.
6

Gainesville, Ga., News
March 24, 1937

# NEW MODERN BRICK NEGRO SCHOOL HOUSE COMPLETED



Above is pictured the new modern brick negro school building, located on Fair street. The building is one of the finest negro schools in the state, the work on which was completed last week by WPA forces with the city furnishing the material. At the lower right is the home economics department, and the spacious auditorium is at the left.—News Photo-Engraving.

---

Gainesville, Ga., News
March 31, 1937

# Dedication April 21 New Negro School Building Here

Wednesday, April 21, has been set as the date when the new negro school building will be formally opened and accepted. At 10 o'clock a. m., a dedication program will be held in the auditorium of the new building.

Following this program distinguished guests will be invited to lunch at one of the hotels. Those invited are as follows:

Honorable .. D. Rivers, Governor of Georgia; Dr. M. D. Collins State School Superintendent; Miss Gay B. Shepperson, Administrator Works Progress Administration of Georgia; Mr. R. L. McDougal Works Progress Administration Mr. R. E. Williams, Works Progress Administration; Mr. Erl Cocke, Agency Manager, RFC Mr. R. L. Cousins, Director of Negro Education in Georgia; Mr. L. M. Lester, Associate Director of Negro Education; and Miss Louise Fitzsimmons, Works Progress Administration.

The new building is one of the most modern, well-arranged, well-lighted and most comfortable in Georgia, and Gainesville is very proud of it.

---

Forsyth, Ga., Advertiser
April 15, 1937

# STATE'S FIRST RURAL POST ROAD LEADS TO ELEANOR ROOSEVELT NEGRO SCHOOL

First of the rural post roads, to be built in Georgia under federal appropriation which allocates $450,000 to the state, will be that leading from the swimming pool at the Warm Springs Foundation to the Eleanor Roosevelt School for Negroes, Dr. Neal Kitchens was assured at the State Highway Board office Thursday.

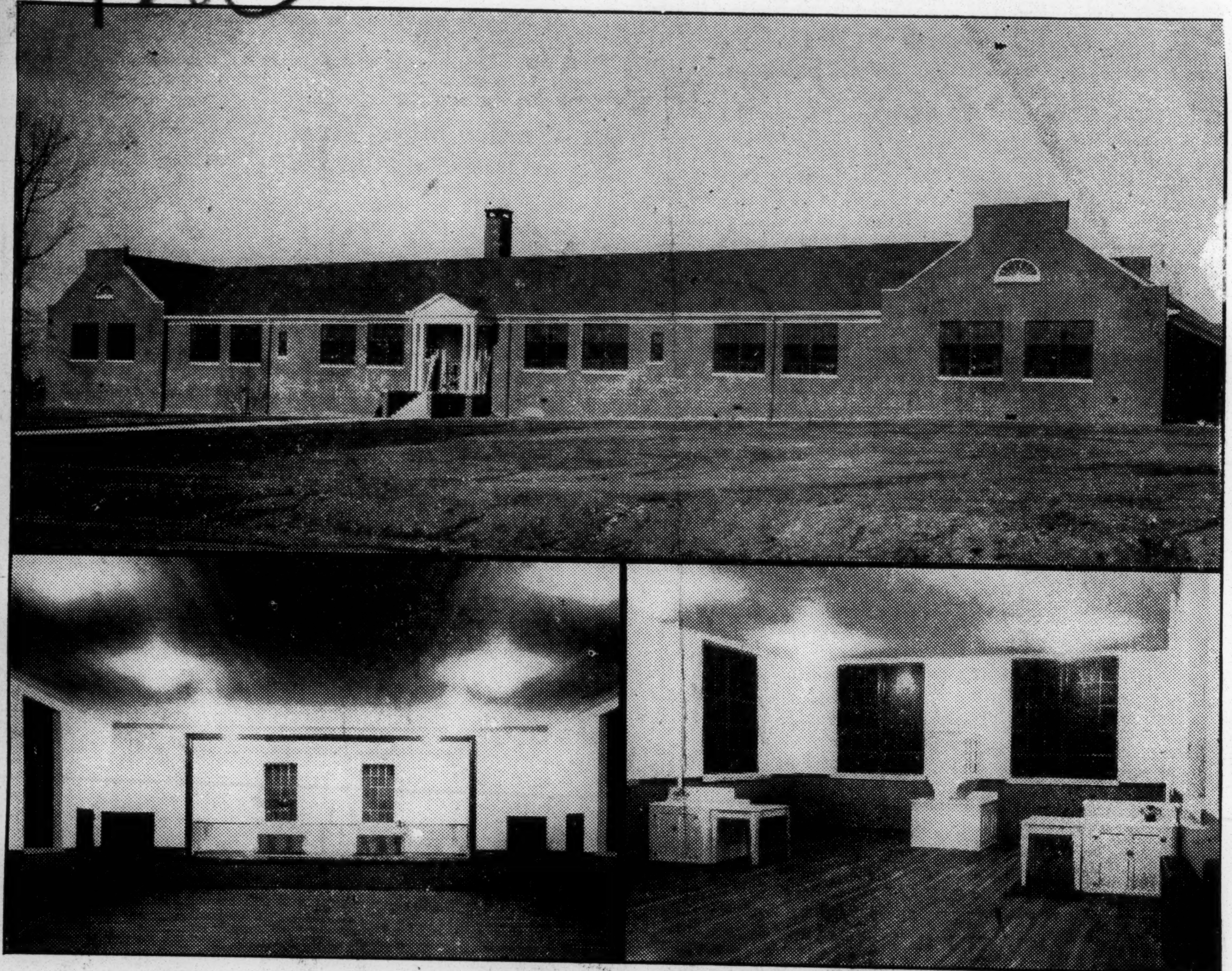
Dr. Kitchens and other public-spirited citizens of Warm Springs donated the right of way and announced their campaign for the post road at the barbecue luncheon given in honor of President Roosevelt during his recent vacation visit to the Little White House.

There will be 19 R. F. D. mail boxes on the road at its opening, and the thoroughfare is expected to be heavily traveled by the thousands of visitors who come to Warm Springs every year.—Atlanta Journal.

Gainesville, Ga., News
April 21, 1937

# MISS GAY SHEPPERSON PRESENTS NEGRO SCHOOL BUILDING TO CITY

T28C



Miss Gay B. Shepperson, head of WPA in Georgia, Wednesday morning after a short address, presented the new negro school building to the City of Gainesville. Mayor H. L. Gaines accepted and thanked the Federal government through Miss Shepperson for the fine structure. Top picture is of the school with the lower left showing the spacious auditorium and bottom right the home economics room. —News Photo-Engraving.

Education - 1937
Common Schools, Improvement of

Georgia
6

# NEGRO TEACHERS IN BIBB HONORED

Telegraph

## Two New Schools Will Be Named for Maryland Burdell and Lewis H. Williams'

1-15-37
Macon, Ga.

Two Macon Negro public school teachers, one of whom still is living, were honored yesterday when the Bibb County Board of Education adopted a committee recommendation that two new Negro schools be named for them.

Acting on the recommendation of a committee headed by Walter T. Johnson, the board, at a meeting held yesterday afternoon, resolved that the name of the East Macon Negro school be changed to the Maryland M. Burdell Negro school, and that the Pleasant Hill Negro school henceforth be called the Lewis H. Williams Negro school.

Maryland Burdell has been a teacher in the Bibb county public school system since 1893. From 1894 to 1902, she served as principal of the Turpin Street school. In that year she was made principal of the East Macon school, a position she has held ever since.

### Second Time in History

It was pointed out by J. Ellsworth Hall, president of the board of education, that this is the second instance in the history of the system that a school has been named for a living person. The other, he said, was in the case of the Miller High school, named for the now late Judge A. L. Miller, former president of the board.

Lewis H. Williams began his teaching career in 1888 at the Pleasant Hill school. From 1901 to 1918 he was connected with the Green Street school, and after that time he taught for a number of years at the Negro Academy for the Blind. He now is dead.

### Good Balance Shown

A fiscal report showed a balance of $136,280.84 as of Jan. 1, after all costs of operations had been met up to that time.

A statement of Walter P. Jones, school superintendent, announced a total enrollment of 15,876 children in Bibb county public schools. Mr. Jones' report indicated an increase in high school and higher grade grammar school attendance, but a decrease in lower primary grades.

Announcement was made of the completion of repairs on Howard Negro school, and a series of improvements which now are in progress on the school building at Lizella.

The Green Street Negro school will be finished by Feb. 15, if present plans are carried out, and at that time children now in attendance at the Pleasant Hill school will be transfered to the new quarters, it was announced.

---

West Point, Ga. News
February 11 1937

# CONTRACT IS LET FOR NEGRO SCHOOL NEAR LANETT

## MATTHEWS AND CLECKLER, OF SYLACAUGA, LOW BIDDER AT $36,580.00.

The contract was let Monday to Matthews and Cleckler, of Sylacauga, for the construction of the Chambers County school for negroes, to be erected just outside the city of Lanett, according to an announcement made by T. H. Kirby, member of the building committee. The Chambers County Board of Education and the Building Committee met jointly, in LaFayette, and opened the twelve bids which had been submitted. The contracting firm, from Sylacauga, was low with its $36,580.00 estimate.

"Work will begin immediately on the building," stated Col. Howell Morrow, special attorney. "We are fortunate, indeed in having C. E. DeLoach, Sr., as chairman of the building committee; and of course our entire community is still remembering the magnanimity of the PWA in its granting of the $19,170 to apply on the school building, and the generosity of local firms, organizations, and individuals in raising the additional funds for this commodious educational plant for the negroes of this terrtiory."

---

Savannah, Ga. News
February 21, 1937

# NEGRO SCHOOLS IN JENKINS IMPROVED

## This Is Particularly Applicable In Rural District

### BY BENJAMIN F. HUBERT

There are in Jenkins county, approximately 12,000 people. A large number of these people who make up the rural population of Jenkins county are colored people. Four years ago, there were no school rooms worth much for children in the rural districts. Schools were conducted in poorly lighted, unheated halls churches, and other old houses, many of which had been abandoned. Many of the colored teachers were receiving from $15 to $20 per month for salaries.

With the coming of the supervisor of colored schools, J. N. Reeves, a great change has taken place in the county. Public-spirited leaders among the white race have become interested in helping improve opportunities for negro children. Several new school buildings are now being planned, and money has been voted, in many instances, for the improvement of old school buildings. Teachers' salaries have been raised, and there is a more hopeful outlook for progress along all lines.

On Friday, the Aaron Industrial School for Colored People was dedicated. This school is near Four Points—twelve miles from Millen, Ga. Nathan Morgan, a graduate of the Georgia State College, is principal of this school. There are three buildings in this school unit, with six rooms and an auditorium. The building was formerly used by the white people of this community, until a new school building was completed for white people a few weeks ago. The white people of this community were so interested in improving opportunities for colored people, that they have given over the entire plant for a negro school. Several hundred people were present on Friday from the various schools of the county to attend these exercises. The manager of the Millen News was present, and expressed a keen interest in what is being done by the supervisor to assist the colored people of the county in providing additional educational opportunities for their children.

Other graduates and ex-students of the Georgia State College who are making a record in Jenkins county are Essie Simmons Dash, and Eloise Wilson. One can hardly appreciate what has been done under the leadership of these teachers. Essie Simmons Dash went into a rural community three years ago, where there was no school building. She got the children together on the bottom floor of an old hall. The building was leaking, but she sold fish and made sufficient money to have the building covered. There were no lights in the building. She raised money and put in glass windows. She led the patrons in purchasing a stove and building a flue, so that the children might have heat. Improvisions have been made for tables, benches, and other things that are necessary for the teaching of a school. The room is still too dark for classroom work, but if one should see the beautiful white curtains and the splendid notebooks that these children have been taught to prepare, and other modern methods being used in this community, under the influence of this teacher, he would be compelled to admire the splendid vision, enthusiasm, and courage of this Savannah girl, who has lived and worked here behind the hills, in order that these children might have a chance. The people love the teachers, because they have buried themselves in the community, and are assisting them with their everyday problems of how to make life better for themselves and for their children.

Prof. F. M. Staley, of Georgia State College, and Prof. Church and Prof. Clements, of Jenkins County Training School, and several other teachers, made inspections of school communities and school buildings. They were all impressed with the type of work being done by the graduates of the Georgia State College. Jenkins county is now pointed in the right direction, in so far as negro schools are concerned. Other counties in Georgia should follow the lead of this county, because only as all the people are educated in a practical and useful way, can we hope for best results in Georgia.

---

# PRESIDENT DEDICATES LITTLE NEGRO SCHOOL NEAR WARM SPRINGS

Constitution

## F. D. R. Lauds Rivers' Program and Tells of Origin Philosophies.

3-19-37

WARM SPRINGS, Ga., March 18. (AP)—In a little brick schoolhouse he dedicated for negro children, President Roosevelt today expounded his philosophy of "thinking in national terms," asserted the country was "better off" as a result, and added economic and educational standards must be raised to higher levels.

Atlanta, Ga.

The one-story school, resting on a red clay hill at the end of a muddy lane leading from a dirt village highway, was named the "Eleanor Roosevelt" school after the first lady. It was constructed with federal money and donations from the Julius Rosenwald fund, and was the 5,358th of its kind in the south.

The President sat throughout the hour-long ceremony in front of a platform crowded with state and local educational leaders.

But he seemed to enjoy every minute, especially the negro spirituals sung by a male glee club from the Fort Valley Normal and Industrial school, and the hymns and recitations that rang sharply through the little room from the wide-open mouths of 69 negro boys and girls of assorted sizes.

### Must Raise Standards.

Speaking extemporaneously, the chief executive said:

"We've got to raise our economic standards a good deal higher. I would like to see the teachers' pay in this state approximate more nearly that of New York state.

"I would like to see the program of Governor Rivers go through. He wants to spend twice as much on education this year and guarantee a seven-month school year. That is a great ambition and I would like to see him put it through.

"There is need of raising economic standards and thereby raising the educational standards of the state."

Recalling a remark he heard years ago that "we got a lot of book knowledge, but we ain't got no mother knowledge," the President said, "as far as education goes we've got a long way to go."

The President, comparing present conditions in Warm Springs and Meriwether county with pre-depression and five-cent cotton days, said: "Why, we are infinitely better off and we all know it. That is because we have been thinking in national terms."

### Grounding in Economics.

Going back to the first years of his visits here, the President said he "began to learn economics at Warm Springs."

He told of a 19-year-old boy coming to him in 1924 and asking him to present diplomas at his school. He was surprised to learn the youth was principal of the school rather than president of his class, and was only getting $300 a year, with teachers under him receiving less.

He also related how a bank in Warm Springs, then a store, closed their doors, and recalled 70 cents a day common labor wages, all of which made him realize the community lacked purchasing power. One reason was five-cent cotton, he said.

Here was one large part of the nation "at the mercy of people outside the south under conditions over which they had no control." He added, "people were starving under five-cent cotton and the young were growing up without an education."

### Origin of Philosophy.

It was then, he continued, he began to evolve the economic philosophy," of raising pay, prices, and purchasing power, and of tying that in "very definitely" with the "industrial cities of the north and east."

"We began to think of the picture as a national picture," he said, adding one aim was to stabilize wages on a higher level.

Edwin R. Embree, president of the Julius Rosenwald fund, in turning over the school to the community, said:

"We are seeing democracy here at its best."

Accepting the school on behalf of the state, Robert L. Cousins, director of negro education, said Georgia was becoming "more conscious" of its obligations to educate all citizens, in contrast to the day back in 1868 when a state law was passed making it a crime to teach a negro to read or write.

The President drove to the school with William C. Bullitt, ambassador to France; his daughter-in-law, Mrs. James C. Roosevelt Jr., and Miss Marguerite Lehand, a secretary. Ten other cars trailed him.

### Bullitt Departs.

Bullitt, who has been here a week

talking over European conditions with Mr. Roosevelt, left tonight for Washington. He is sailing from New York March 24 to return to Paris.

Prior to the colorful dedication, the President sat down in a rustic CCC camp mess hall to a Georgia barbecue dinner of pork stew and fried chicken, given in his honor by Dr. and Mrs. Neal Kitchens, of Warm Springs.

There were about 35 guests seated at a long green-painted pine table that almost toppled over every time someone got up to speak.

Before the President and several other guests were place cards of magnolia leaves inscribed in Latin "Palmam qui meruit ferat," meaning roughly, "Let him who merits the palm bear it." At the top of the President's card was the word, "Courage."

The President described the card as "very nice" and added:

"You all get it, don't you?"

**Need for New Road.**

Dr. Kitchers said a great need was a new road to prevent the children going to the new school from having to wade a creek, and also to permit three old negro women to go to and from work.

"I might get my washing done," the President remarked amid laughter.

W. L. Miller, chairman of the State Highway Commission, was applauded when he promised to build the road "with one proviso—that the President comes down here two years from now and votes for us."

Returning to his Pine mountain cottage, the President stopped at the Sara Delano Roosevelt community hall, another federal-aid project, and received a bouquet of appreciation for the structure named after his mother.

"I hope my mother can get down here next November," he said.

"I want her to see this."

Thomaston, Ga., Times
July 9, 1937

# $15,000 GRANT FOR NEGRO SCHOOL MAY BE APPROVED SOON

An application for a grant of $15,000 for construction of a new negro school in Thomaston, on part of the City of Thomaston's eight-acre tract of land adjacent to Holsey street, may be approved, according to a news dispatch released Monday.

Public Works officials said they believed 62 Georgia projects involving loans and grant of $1,680,510 will receive presidential approval under terms of the administration's agreement with congress on future relief expenditures.

The Thomaston school project was among those listed.

**The government usually makes a grant of 45 per cent of the project while cities put up the additional 55 per cent, it is stated. Plans call for the erection of a school which involve the expenditure of approximately $45,000, W. E. Adams, city clerk stated.**

Chattanooga, Tenn., Daily Times
July 25, 1937

## Appropriation Voted.

*Special to The Chattanooga Times.*

DALTON, Ga., July 24.—An appropriation of $5,000 has been voted by the board of aldermen, this sum to be turned over to the city board of education for the remodeling of the Dalton Colored school on Emory street. Four new classrooms will be added to the colored school building and the auditorium enlarged. The remodeling work will be arranged so that a heating plant can be installed in the building at a later date when funds are made available.

Moultrie, Ga., Observer
July 22, 1937

# NEGRO SCHOOLS BEING ERECTED

## One-Room Schools Completed At Sinai And Kingwood

Two Negro school buildings have been completed and a third will be started next Monday, county school Superintendent L. O. Rogers said today, in the rural school system's move to increase Negro educational facilities in Colquitt county.

One room structures have been erected at Sinai and Kingwood for Negro pupils in those areas, the school superintendent said. Each is a one teacher school.

Lumber was being placed on the ground today at Norman Park for a two room Negro school, Supt Rgers said, which will be started Monday. This is to be a two teacher school.

Under the county school board's plan approximately ten other one and two room schools will be constructed at strategic points of the county if sufficient money is available. If costs do not run too high the superintendent declared, the other Negro school buildings will be cmpleted before the 1937-38 term.

Among other locations where the schools are expected to be built for educating the Negro boys and girls, the superintendent said, are Berlin, Autreyville, Crosland, Doerun and others.

The new buildings will not increase the number of rural Negro schools, Supt. Rogers pointed out, but will replace church sites which have been utilized for the past several years in educating Negro children.

Attendants in the Negro schools of the county, he said, is expected to increase materially with completion of the new and strategically located buildings. The schools are being placed to eliminate necessity of teaching only a handful of pupils by each teacher, and may result in favorable consolidation.

Education - 1937

Common Schools, Improvement of.

Georgia

# COMMON SCHOOLS FUNDS DOUBLED

Constitution

## New Allotment Made to Counties; Pay Scale To Depend on Qualification

8-19-37

The new program of state support for seven months of the year will allow a possible increase of at least 1,702 in the ranks of Georgia public school teachers, education department officials announced yesterday.

Atlanta, Ga.

The department announced allocation of teachers to the various counties, the smaller ones in general receiving more than were employed last year.

While some of the counties were apportioned fewer teachers than they employed in 1936, the department explained this would not mean a reduction in the number of teachers in these counties.

### System is Explained.

With Richmond county as an example, a spokesman explained the system as follows:

"Last year, Richmond county had 439 teachers under the seven-month program, the state will pay minimum salaries for 308 Richmond county teachers.

Constitution

"The salaries of the remainder will be paid from the county's school fund, just as all teachers were paid in Richmond county last year.

8-19-37

"It may be possible that Richmond county, with the additional money from the state, will want to increase the number of its teachers."

Atlanta, Ga.

In those counties apportioned more teachers than last year, the additional teachers will have to be employed before the county can draw their salaries.

### Twice As Much Cash.

The department estimated every county will receive at least twice as much money under the new program as was donated to it by the state last year.

The regular appropriation to common schools was increased from approximately $4,000,000 to more than $9,000,000 to meet demands of the seven-month program.

In addition, the state will continue its "equalization fund" of approximately $3,000,000 distributed to schools on the basis of need.

The apportionment of teachers to counties was based on average daily attendance at schools last year, population density of the county, and size of the largest city in the county according to definite regulations promulgated in the school law.

### Depends on Qualifications.

The amount of money to be received by each county will depend on the qualifications of teachers employed according to the following salary schedule:

Teachers holding county licenses, $40 per month.

Elementary certificates, less than one year college, $50 per month.

Elementary certificates, one year college, and less than 49 months experience, $55 per month.

Elementary certificates, one year college and more than 49 months' experience, $60 per month.

Certificates based on two years college work:

Provisional, $60 per month.
Professional, $65 per month.
Life professional, $70 per month.

Certificates based on three years' college work:

Provisional, $65 per month.
Professional, $70 per month.
Life professional, $75 per month.

Certificates based on four or more years college:

Provisional, $70 per month.
Professional, $75 per month.
Life professional, $80 per month.

### For White Teachers.

The above schedule is for white teachers. Negro teachers will receive approximately 60 per cent of the scale in each class.

The apportionment of teachers, including both white and negro for grammar and high schools, is made subject to distribution between the various types of schools by local authorities.

The scale of pay set by the state is the minimum which it will contribute, and does not preclude local boards from having higher salaries supplemented from local funds. Local institutions also may employ teachers beyond the limit set by the board, the additional ones to be paid solely by local authorities.

The apportionments for the various systems ("x" denotes city systems) with figures for 1936 employment are:

| COUNTY— | Allotted | 1936 |
|---|---|---|
| Appling | 177 | 106 |
| Atkinson | 76 | 61 |
| Baker | — | 70 |
| Banks | 96 | 78 |
| x-Winder | 23 | 25 |
| x-Danielsville | 7 | 10 |
| Ben Hill | 58 | 43 |
| Berrien | 134 | 115 |
| Bleckley | 73 | 54 |
| Brantley | 85 | 69 |
| x-Quitman | 23 | 32 |
| Bulloch | 187 | 180 |
| Burke | 240 | 188 |
| x-Jackson | 12 | 17 |
| Camden | 61 | 58 |
| Carroll | 189 | 207 |
| Catoosa | 58 | 60 |
| Chatham | Unavailable | |
| Chattooga | 95 | 97 |
| Cherokee | 127 | 140 |
| x-Baxley | 16 | 17 |
| Bacon | Unavailable | |
| Baldwin | Unavailable | |
| Barrow | 6 | 77 |
| Bartow | 122 | 133 |
| x-Cartersville | 30 | 39 |
| x-Fitzgerald | 47 | 47 |
| Bibb | 344 | 383 |
| x-Cochran | 13 | 19 |
| Brooks | 150 | 152 |
| Bryan | 73 | 53 |
| x-Statesboro | 25 | 35 |
| Butts | 55 | 51 |
| Calhoun | 100 | 85 |
| Candler | 114 | 76 |
| x-Carrollton | 27 | 31 |
| Charlton | 55 | 46 |
| Chattahoochee | 45 | 46 |
| x-Trion | 28 | 29 |
| x-Canton | 18 | 28 |
| Clarke | 50 | 52 |
| Clay | 68 | 62 |
| Clinch | 72 | 57 |
| x-Marietta | 46 | 50 |
| x-Douglas | 27 | 31 |
| x-Doerun | 4 | 17 |
| Columbia | 85 | 86 |
| Coweta | 159 | 134 |
| x-Senoia | 7 | 9 |
| Crisp | — | 61 |
| Dade | 39 | 32 |
| Decatur | 178 | 168 |
| DeKalb | 259 | 224 |
| x-Lithonia | 8 | 16 |
| x-Eastman | 19 | 18 |
| x-Vienna | 11 | 21 |
| x-Albany | 92 | 100 |
| Early | 135 | 124 |
| Echols | 23 | 31 |
| Elbert | 127 | 128 |
| Emanuel | 241 | 206 |
| Fannin | 99 | 108 |
| Fayette | 84 | 75 |
| x-Rome | 106 | 123 |
| Franklin | 96 | 110 |
| x-Royston | 12 | 15 |
| x-Atlanta | 1,156 | 1,408 |
| (Atlanta subject to revision.) | | |
| Glynn | 92 | 113 |
| x-Calhoun | 19 | 20 |
| x-Athens | 88 | 122 |
| Clayton | 74 | 80 |
| Cobb | 195 | 194 |
| Coffee | 139 | 123 |
| Colquitt | 202 | 146 |
| x-Moultrie | 52 | 64 |
| Cook | 82 | 95 |
| x-Newnan | 37 | 48 |
| Crawford | 56 | 50 |
| x-Cordele | 48 | 42 |
| Dawson | 38 | 36 |
| x-Bainbridge | 41 | 36 |
| x-Decatur | 62 | 92 |
| Dodge | 175 | 162 |
| Dooly | 148 | 112 |
| Dougherty | 71 | 34 |
| Douglas | 62 | 84 |
| x-Blakely | 14 | 18 |
| Effingham | 89 | 88 |
| x-Elberton | 34 | 40 |
| Evans | 64 | 55 |
| x-McCaysville | 8 | 8 |
| Floyd | 168 | 186 |
| Forsyth | 80 | 103 |
| x-Lavonia | 10 | 13 |
| Fulton | 581 | 625 |
| Gilmer | 82 | 78 |
| Glascock | 48 | 37 |
| Gordon | 114 | 120 |
| Grady | 116 | 157 |
| Greene | 101 | 90 |
| Gwinnett | 171 | 195 |
| x-Lawrenceville | 15 | 17 |
| Hall | 175 | 158 |
| x-Lula | 5 | 7 |
| Haralson | 109 | 114 |
| Harris | 120 | 101 |
| x-Hartwell | 17 | 25 |
| Henry | 98 | 112 |
| Irwin | 104 | 89 |
| Jackson | 108 | 127 |
| x-Maysville | 3 | 10 |
| Jeff Davis | — | — |
| Jefferson | 164 | 138 |
| Johnson | 148 | 111 |
| Lamar | 50 | 39 |
| Lanier | 49 | 42 |
| x-Dexter | — | 4 |
| Lee | 67 | 53 |
| Lincoln | 62 | 56 |
| Lowndes | 147 | 129 |
| Lumpkin | 49 | 44 |
| Madison | 101 | 137 |
| x-Buena Vista | 3 | 12 |
| McIntosh | 57 | 42 |
| Miller | 82 | 72 |
| x-Pelham | 13 | 25 |
| Montgomery | 66 | 82 |
| xMadison | 12 | 23 |
| Muscogee | 108 | 82 |
| Newton | 94 | 91 |
| x-Greensboro | 10 | 17 |
| x-Buford | 22 | 25 |
| Habersham | 138 | 129 |
| x-Gainesville | 47 | 48 |
| Hancock | 117 | 105 |
| x-Tallapoosa | 13 | 22 |
| Hart | 103 | 113 |
| Heard | 93 | 81 |
| Houston | Unavailable | |
| x-Ocilla | 13 | 23 |
| x-Commerce | 18 | 30 |
| Jasper | 76 | 86 |
| x-Hazlehurst | — | 19 |
| Jenkins | 97 | 96 |
| Jones | 101 | 69 |
| x-Barnesville | 24 | 31 |
| Laurens | 279 | 244 |
| x-Dublin | 37 | 49 |
| Liberty | 138 | 69 |
| Long | 53 | 38 |
| x-Valdosta | 77 | 78 |
| Macon | 106 | 86 |
| Marion | 63 | 44 |
| McDuffie | 75 | 70 |
| Meriwether | 157 | 165 |
| Mitchell | 153 | 139 |
| Monroe | 109 | 66 |
| Morgan | 88 | 78 |
| Murray | 73 | 85 |
| x-Columbus | 214 | 258 |
| x-Covington | 24 | 22 |
| x-Mansfield | 3 | 8 |
| Oglethorpe | 100 | 97 |
| Peach | 67 | 56 |
| x-Nelson | 8 | 12 |
| x-Blackshear | 16 | 22 |
| Polk | 128 | 137 |
| Pulaski | 57 | 58 |
| Putnam | 72 | 41 |
| Quitman | 31 | 26 |
| Randolph | 151 | 107 |
| Rockdale | 48 | 55 |
| Screven | 162 | 154 |
| Spalding | 90 | 95 |
| Stephens | 67 | — |
| x-Toccoa | 33 | — |
| Sumter | 130 | 126 |
| Talbot | 67 | 61 |
| Tattnall | 138 | 138 |
| Telfair | 136 | 143 |
| x-Dawson | 22 | 21 |
| Thomasville | 51 | 70 |
| x-Tifton | 21 | 36 |
| x-Vidalia | 31 | 35 |
| Treutlen | 74 | 65 |
| x-Hogansville | 19 | 24 |
| x-West Point | 18 | 20 |
| x-Ashburn | 15 | 17 |
| Union | 55 | 65 |
| x-Thomaston | 93 | 88 |
| Oconee | 52 | 64 |
| Paulding | 99 | 111 |
| Pickens | 97 | 83 |
| Pierce | 97 | 79 |
| Pike | 80 | 82 |
| x-Cedartown | 46 | 52 |
| x-Hawkinsville | 16 | 13 |
| x-Eatonton | 11 | 20 |
| Rabun | 79 | 63 |
| Richmond | 308 | 439 |
| Schley | 53 | 50 |
| Seminole | 73 | 69 |
| x-Griffin | 51 | 63 |
| x-Martin | 4 | 4 |
| Stewart | 108 | 99 |
| x-Americus | 45 | 50 |
| Taliaferro | 55 | 47 |
| Taylor | 97 | 97 |
| Terrell | Unavailable | |
| Thomas | 172 | 143 |
| Tift | Unavailable | |
| Toombs | 117 | 114 |
| Towns | 40 | 42 |
| Troup | 137 | 93 |
| x-LaGrange | 87 | 117 |
| Turner | 95 | 69 |
| Twiggs | 71 | 58 |
| Upson | 72 | 79 |
| Walker | 167 | 165 |
| x-Chickamauga | 9 | 17 |
| x-Monroe | 22 | 35 |
| Ware | 134 | 93 |
| Warren | 95 | 75 |
| x-Sandersville | 22 | 23 |
| Webster | 52 | 44 |
| White | 53 | 61 |
| x-Dalton | Unavailable | |
| Wilkes | 107 | 95 |
| x-Washington | 16 | 27 |
| Worth | 160 | 158 |
| Walton | 109 | 117 |
| x-Social Circle | 9 | 15 |
| x-Waycross | 92 | 103 |
| Washington | 159 | 160 |
| Wayne | 110 | 114 |
| Wheeler | 80 | 83 |
| Whitfield | 96 | 105 |
| Wilcox | 157 | 103 |
| Wilkinson | 96 | 80 |

(The counties for which figures were not given have not been determined by the department pending receipt of information from local authorities.)

---

Augusta, Ga. Herald
September 3, 1937

## MODERN TRAINING SCHOOL DEDICATED AT VIDALIA, GA.

(By H. S. Bynes)

The New Dickerson Training School recently dedicated at Vidalia, Ga., bears the name of the great educator, Prof. J. S. Dickerson, who took over the work in Vidalia several years ago and with a heart of gold has been instrumental in making the Vidalia School a center of educational activity, turning out yearly many young men and women, whose lives have been a factor in making the community better. The Board of Education and the city have united in making the school one of Georgia's leading centers of negro educational work, symbolizing the life of the great educator in the new building which stands as a fitting monument. Upon the old site, where Professor Dickerson spent many years in the old wooden building shaping the minds of many young men and women, there now stands one of the state's modern new school buildings, dedicated and named for the great man, Prof. J. D. Dickerson. Although this man does not cater to publicity, his life has been so vitally connected with Georgia's educational program, taking hold upon the youth of his community, that newspaper men have sought interviews with him and given reports to the world.

A few days ago we had the pleasure of being shown through this very modern school building by the great head of the institution, who with pains and pleasure, explains every department to us, Manual Training and Arts, L A. Johnson, instructor; Science Department, Domestic Training, Mlle. Corrie Ray, teacher; the School Library; last, but not least, the beautiful and spacious auditorium with a seating capacity of over 500.

The building is made of first class brick material and the grounds being graded and beautified in many ways. The main building is so designed that every class room is easily reached from the principal's office by open hallway leading through the entire building which gives a most beautiful view. Every class room is designed with plenty of light and ventilation. In the basement, the heating plant will soon be installed which will take care of the entire building. The new school building stands as a symbol of progress in Negro Educational Work in Georgia.

Education-1937
Common Schools, Improvement of.

New York.

Courier 2-27-37 Pittsburgh, Pa.

Every day is a busy day for Mrs. Gertrude Ayer (top, left), who runs one of New York's largest schools. She is city's only colored school principal. She is a specialist in progressive education. The school she supervises is one of 76 designated to test the value of progressive methods as opposed to the book and blackboard system. Botton: Public School No. 24, 222 E. 128th street, has an enrollment of 1,200 pupils and staff of 36 teachers. It is run like a modern city and pupils are encouraged to think own problems out. They have a city governemnt, with a mayor, police and fire commissioners and other heads. They learn arithmetic by running a bazaar, where the pupils manufacture articles and learn to price them so as to make a profit.—Exclusive Courier photos by Morgan Smith studios, New York.

Education-1937

New York.

Common Schools, Improvement of.

# WOMAN PRINCIPAL RUNS SCHOOL LIKE 'BIG CITY'

## CULPRITS TRIED BY STUDENT JUDGE, FORM POLICE DEP'T

Courier

2-27-37 Pittsburgh

### Mrs. Gertrude Ayer, In Exclusive Interview With Courier, Tells of Advantage of Modern Education.

**By EDGAR T. ROUZEAU**
**Staff Correspondent**

NEW YORK, Feb. 25—Mrs. Gertrude Ayer, only Negro school principal in New York City, is frankly of the opinion that modern education is more advantageous than the old book and blackboard method.

She is head of P.S. 24, one of seventy-six schools designated by the board of education as experimental laboratories for trying out progressive methods under public school conditions, and one of eight to appraise the value of sugge[illegible].

Pittsburgh, Pa.

She did not permit the interview to interfere with her routine. A teacher came in to announce that the student mayor (the school is run like a city) had requested a meeting for that afternoon with the head of the sanitation department and the student commissioner of police.

One of the playgrounds had been littered with waste paper during the students' lunch hour, and the commissioner of sanitation had brought this fact to the mayor's attention. The meeting was being proposed to stress more vigilance on the part of the police department, and to work out plans for the establishment of a police court where "culprits" could be given a hearing by a student judge. Needless to say, Mrs. Ayer gave her consent for the meeting.

"The problem of running this school has been simplified one hundred per cent since the establishment of the student government," Mrs. Ayer said. "We have an enrollment of 1200 students and a staff of 36 teachers, but things run like clockwork.

"Under this system, the students live in a world of their own and are encouraged to cope with their little problems just as we grownups do with ours. The students elect their own mayor, police commissioner, fire commissioner, sanitation commissioner and other city heads. Each department holds its own meetings, and then we have a general assembly meeting of all departments and a private session for departmental heads. The heads of departments are never criticized in front of the students.

"We are fast disproving the foolish theory of some that you have to stand over colored children and beat things into their heads. The students here are anxious to learn. Take the student bazaar, for instance. We have found the bazaar a practical way for teaching the students arithmetic. There is buying and selling. Students have to learn to count and subtract and divide so as to make a profit or to avoid being victimized.

"They learn their history by running a circulating library. Student librarians catalog each book and must learn about the contents of each so as to give intelligent answers. Negro history is emphasized and we often send students to the library to ask for books containing something on Booker T. Washington or some other Negro hero. It is the job of the librarians to dig up such a book.

"When we first organized our police department, some mothers were apprehensive that their sons, if appointed police officers, might be waylaid and beaten sometime. They have long since gotten over those fears because it is an arch offense for any student to lay his hands on a student policeman. They have learned to respect the 'law' and they also know that they will have a day in court and can hire their own lawyers to defend them. In this manner they learn of civil rights and how a big city is run."

Mrs. Ayer, the wife of Dr. Vernon A. Ayer, prominent physician, is bespectacled and gracefully tall. She has a coffee and cream complexion and one of her proudest possessions is a glorious aura of grey hair. Her two children, by an earlier marriage, are Elizabeth J. McDougald and Attorney Cornelius W. McDougald, Jr.

Mrs. Ayer was appointed to the New York school system in 1905, and was made acting principal in 1935. She received her appointment as principal a year ago. Her school has 36 classes and one of the largest enrollments in the city. About 20 per cent of the faculty is colored and 5 per cent of the student body is white.

## NEW YORK PRINCIPAL PUTS IN BUSY DAY

Education—1937
Common Schools, Improvement of.

North Carolina.

Raleigh, N. C. Observer
January 12, 1937

# NEGRO COMMITTEE DRAFTS PROGRAM

## Asks Improved School Facilities for Race, Seek Educational Inquiry

The State-wide Committee on Negro Affairs announced here yesterday a legislative program including proposals for broader agricultural and industrial training in Negro schools, appointment of Negro parole officers, selection of Negroes, as far as possible, to serve on the boards of trustees of State institutions maintained for their race, and improved bus transportation for Negro school children.

Randolph Johnson, Negro representative of the State Department of Welfare, emphasized to the committee the need for improvement at the Efland home for delinquent Negro girls.

Funds were raised by the committee to support its program and a committee was appointed to develop a permanent plan of action and to request from Governor Hoey a thorough investigation of Negro education in the State.

Members of the committee are the Rev. George Fisher of Raleigh, W. R. Collins of Smithfield, Dr. F. Avant of Wilmington, H. I. Fontellio-Nanton of Raleigh, J. G. Johnson, J. T. Taylor, George Cox and C. O. Pearson of Durham.

---

Salisbury N. C. Post
February 25, 1937

# 12,000 Books Given Colored Schools

Gifts of 6,000 books each have been made to the libraries of the Granite Quarry and the Aggrey Memorial colored schools by Harvey A. Kelsey, a former citizen of Salisbury, now a retired mail clerk living in Washington, D. C., it is announced.

The gifts are a memorial to his parents, and the 12,000 sent to the Rowan schools complete the 50,000 mark he set as a goal to memorialize his father and mother. Other schools elsewhere have shared in his generosity, but it is said that the two schools here now have the largest libraries in any colored rural schools in the south.

Kelsey has also given a piano to each of the schools honored. The gifts were secured by Mrs. Rose D. Aggrey.

---

Durham, N. C. Herald
April 2, 1937

# *Durham Students Will Play Prominent Part In Pageant*

## More Than 3,000 Representatives Of Local Institutions To Be Cast— Negroes Have Place In Huge Centennial Show

More than 3,000 Durham school children will have parts in the pageant celebrating the centennial of public education in North Carolina, to be staged in Duke stadium April 23, Miss Edith Russell, director, said yesterday.

The most important function of the local children will be in the final scene, Miss Russell said, when 2,000 of them will give an old folk dance expressing education as an unending effort. The dance now is being taught in gym classes in the city schools.

Durham high school students, the director asserted, will enact the hardest scene in the pageant, that representing the effect of the Civil war on the schools of the state.

In next to the last scene, large numbers of city and county children will give a kaleidoscopic review of activities in the modern school, even to hobbies.

Negro students in Durham schools will take part in a scene to depict "The Rise of the Negro." They will be assisted by students from Palmer Memorial institute and the North Carolina College for Negroes.

---

Raleigh, N. C., News & Observer
May 25, 1937

# BOARD TO STUDY NEGRO EDUCATION

## New Commission Will Report to Governor and Legislature in 1939

The possibilities of providing higher education for Negroes in North Carolina will be studied and recommendations submitted to the Governor and the General Assembly two years from now by a new commission appointed yesterday by Governor Hoey.

The Commission to Study the Public Schools and College for Colored People, authorized by the 1937 Legislature, was named yesterday to include five members of the General Assembly: Senators J. W. Noell of Roxboro and J. H. McDaniel of Mt. Pleasant, and Representatives Hugh G. Horton of Williamston, F. H. Brooks of Smithfield, and George Uzzell of Salisbury.

The commission will "make a thorough study of the State's program for Negro schools, including elementary, secondary, vocational and higher education; and make recommendations to the Governor and the next General Assembly," he said.

Creation of the commission grew out of prolonged agitation concerning Negroes entering North Carolina colleges, the Governor said. He pointed out that one Negro applicant had won a suit against the University of North Carolina, and would have enrolled at the institution except for his failure to meet the scholastic requirements.

The recommendations of the commission are expected to include provisions either for State colleges for Negroes or tuition for sending them to out-of-state institutions. An effort was made in the 1937 Legislature to provide the difference between tuition here and out-of-state in order to end alleged discrimination against the race, but the effort changed into the resolution that created the commission.

---

Salisbury, N. C. Post
May 25, 1937

# Negro Education Study Begins

Raleigh, N. C., May 25 (AP)—A five-man commission authorized by the last legislature prepared today to begin a study of the state's program of negro education.

The commissioners were appointed yesterday by Governor Hoey from the ranks of the legislature. They are Senators J. W. Noell of Roxboro and J. H. McDaniel of Mount Pleasant, and Reps. Hugh G. Horton of Williamston, F. H. Brooks of Smithfield and George Uzzell of Salisbury.

The group is to report its findings to the governor and the 1939 legislature.

Governor Hoey also appointed a state commission to inspect cleaning and dyeing plants. Members are Clarence Howell of Raleigh for one year; Buck Roberts of Durham, two years; and W. G. Alexander of Charlotte, three years; Miss Martha McKinnon of Troy, two years; and Fielding L. Fry of Greensboro, three years. Miss McKinnon and Fry represent the public and others the business. The legislature authorized the commission.

---

New Bern, N. C. New Bernian
June 11, 1937

# BISHOP HAFEY HEARD BY LARGE AUDIENCE

The formal opening of Saint Joseph's Negro school auditorium on Burn street, was held Wednesday night with Bishop William J. Hafey, of Raleigh, delivering the address. The students of the school presented a three act operetta, "Hans and Gretal." The newly erected auditorium was filled to capacity, one third of the audience being white people from New Bern, Morehead City, Washington, Goldsboro and a few from other states. Fourteen priests and 16 sisters were present for the opening, coming from neighboring towns.

Bishop Hafey addressed the audience on the importance of sowing the seed in the minds of people in their youth and childhood. Mayor Chadwick joined the group later in the evening.

Messages of congratulations and many good wishes were received by Rev. Julian Endler, rector, who termed the new building "the realization of a nine years' dream" and through whose efforts the money was raised for the builidng.

---

# Board To Study Providing Higher Education In N. C.

RALEIGH, N. C. (ANP)— Because Negroes of this state are no longer content with being denied higher education and one applicant had won a suit against the University of North Carolina, only to lose entry when he failed to meet scholastic requirements, a new commission was appointed by Governor Hoey to study possibilities of providing high education for colored and submit recommendations to the governor and general assembly in 1939.

This commission, authorized by the 1937 legisalture, includes five members of the general assembly: Senators J. W. Noell of Roxboro and J. H. Brooks of Smithfield and George Uzzell of Salisbury. There are no colored members of the committee.

Recommendations are expected to include provisions for Negroes or tuition for sending them to out-of-state institutions. An effort was made in the 1937 legislature to provide the difference between tuition here and out of the state in order to end discrimination against the race, but the effort merely created the commission .for study of the

Durham, N. C., Morning Herald
June 9. 1937

# Negroes Given Voice In Naming Teachers

### Advisory Group Of Three To Be Chosen By County School Board, Barbour Says

A plan which will give patrons of Negro schools in rural Durham county a voice in the selection of their teachers was announced yesterday by Superintendent L. H. Barbour.

An advisory board composed of three Negroes will be appointed by the county school board, Barbour said, for each of the rural Negro schools.

It will be the duty of these advisory boards to recommend teachers for appointment to the district committees. The committees in turn will make the appointments subject to the approval of the superintendent and the county board of education.

The advisory boards, Barbour said, will be set up as soon as a study can be made of those most capable of holding the positions.

---

Durham, N. C. Sun
June 8, 1937

# NEGROES GIVEN VOICE HERE IN SCHOOL STAFFS

### Will Be Permitted to "Advise" Committees About Teacher Appointments

Negroes will have a voice in the selection of teachers for Negro rural schools of Durham county under the provisions of a resolution adopted yesterday at the monthly meeting of the county board of education.

The resolution provides for the appointment of an "advisory board" composed of three Negroes for each of the rural Negro schools. The appointment of members to these boards will be made by the county school board. Since care will be used in the selection of members it may be some time before all the schools have such representation.

The advisory board for each school will report to the district committee its recommendations for teacher appointments. As usual, the district committee will then make the appointments subject to the approval of the county superintendent and the county board of education.

No action was taken by the county board yesterday toward electing a successor to Dr. Holland Holton, Republican member of the board who resigned because he did not wish to perform the prescribed duty of helping set up the county liquor control board.

The county school board still is awaiting recommendations of the Republican executive committee of the county before making the appointment.

If no recommendation is made by the political body, the board may appoint anyone it chooses to the position. In case no one is selected to fill the vacancy within 30 days from yesterday, the state school board is empowered to make the appointment.

The county board of education is to meet again next week to prepare the annual budget and consider other outstanding business.

---

Charlotte, N. C. Observer
August 11, 1937

# R. H. PINNIX'S BID OF $23,140 WINS CONTRACT

### Superintendent Best Says Work to Begin at Once.

### OTHER JOBS ARE LET

### Commission Authorizes Buying of More Land for Davidson Negro School.

The Mecklenburg county school board met yesterday in regular monthly session and awarded contracts for the Hickory Grove school addition, money for which was appropriated by the county commissioners in the new budget just adopted.

The general contract was awarded to R. H. Pinnix company of Gastonia and Charlotte at $23,140. Heating contract went to Piedmont Heating and Plumbing company of Gastiona at $2,563 . Plumbing contract was awarded to Acme Plumbing and Heating company of Charlotte at $2,372.

State fire and insurance officials condemned the upper story of the Hickory Grove school, and ordered it torn away. This required an addition to be constructed to the main floor of the school. The problem arose after the $1,073,000 city-county school bond issue had been passed, and the school officials attempted to borrow the needed money for the State Loan fund. This was blocked by the Local Government commission, and the commissioners finally decided to appropriate the money in the new budget.

**WORK BEGINS AT ONCE.**

Superintendent E. L. Best of the county schools said yesterday that construction on the Hickory Grove school will begin at once, and that the school should be ready to open only a few weeks after August 31 when other schools begin 1937-38 sessions.

Several contracts for a few hundred dollars each were let for the Long Creek school. The work involves painting, plumbing repairs, and the like. The contracts went to C. J. Anthony, Tompkins-Johnston, Blythe and Isenhour, and Ross Electric company. The total of all the items was $3,405.14.

After lengthy discussion, the board authorized School Commissioner Potts of Davidson to buy additional land for the new Davidson negro school if a reasonable price can be had. If the price is not right, the board decided definitely to proceed with condemnation of the needed land. The county school department already owns part of the land needed for the new school, but must have some adjoining property.

Sale of the Big Pineville negro school building and site at $200 was approved and sale of the Jonesville negro school building at $50 was approved by the school board.

O. L. Phillips was named to the Matthews district school committee to replace J. R. Black who resigned.

Bus routes for school buses in Mecklenburg during the next school year were approved by the board as selected by the State school bus authorities. Any community wishing to change the route as laid out by State may appeal to the county school board, and the appeal will be forwarded to the State authorities.

---

Asheville N. C. Citizen
December 2, 1937

# SIGHT PROJECT TO BE CONDUCTED IN NEGRO SCHOOLS

Plans for continuing the Asheville Lions club's sight conservation project in the negro schools were made at a meeting of principals of the schools in the office of Superintendent R. H. Latham yesterday afternoon.

The Lions inaugerated the project Monday and will continue it in negro schools as soon as all white schools have been visited. Lighting in the classrooms is being measured under various conditions.

Dr. S. Robinson chairman of the club's committee on the project represented the Lions at the meeting.

Newton and Carson school rooms were checked yesterday. Schools in West Asheville will be visited today

Pennsylvania.

Education - 1937
Common Schools, Improvement of.

# Appointed to All-White Faculty

Tribune
5-8-37
Washington, D.C.

MRS. GRACE LOFTON MARSHALL,

Another "first" was achieved in the public school system of Philadelphia last week when Mrs. Marshall was appointed to the all-white faculty of the George Brooks Elementary School. The student body is mixed, but 98 per cent of the enrollment is colored. Dr. John P. Turner, only colored member of the board of education, was instrumental in securing her appointment.

Education – 1937
Common Schools, Improvement of.

South Carolina

Greenville, S. C. News
January 15, 1937

# Fountain Inn Negro College Registration Opens Tonight

## Hollis, Lyon, Chipley On Opening Program For 12-Week Session

Registration for the Fountain Inn Negro Adult college will take place at the negro school tonight at a meeting which will begin at 7:30 o'clock.

L. P. Hollis, superintendent of the Parker school district, will be the principal speaker. Dr. Ralph M. Lyon, educational director of the Greenville County Council, will explain the purposes of the college. C. I. Chipley, superintendent of the Fountain Inn school system, will preside.

Music will be furnished by a high school chorus consisting of 50 voices, it was said yesterday by G. A. Anderson, principal of the negro school, who is director of the college.

Classes will begin Monday night at 7 o'clock and will continue for 12 consecutive Monday nights at the same hour.

The college is being sponsored by the Fountain Inn school system and by the Greenville County Council for Community Development.

---

Greenville, S. C. News
January 10, 1937

# NEGRO COLLEGE TO BE OPERATED

## 12-Week Course To Be Given At Fountain Inn, School Officials Announce

FOUNTAIN INN, Jan. 9.—Under the supervision of the Fountain Inn public school system and the Greenville County Council for Community development, a program for the betterment of the negro race will be launched in Fountain Inn January 15, at 7:30 p. m.

The program known as "Fountain Inn Negro Adult College," will last for 12 weeks with the following courses of study: English and public speaking, home making, farm mechanics, vocational agriculture and extra activities of choir, savings club and recreation.

L. P. Hollis, superintendent of Parker district schools, will come to Fountain Inn on Friday night, January 15, as a representative of the Greenville County council. This is the date set for the opening and enrolling of students.

G. A. Anderson, superintendent of the colored school, will be the director of the adult college.

---

Greenville, S. C. News
April 9, 1937

# New $65,000 Negro School Is Opened

GAFFNEY, Apr. 8—Gaffney's new $65,000 school building for negroes was occupied Monday without formal ceremonies. Eleven of the 13 class rooms were practically filled, according to L. F. Carson, superintendent of schools.

No disposition will be made for a time of the old Granard street school property, A. W. Askins, chairman of the trustees, said. A rented lodge hall, which was used for the primary grades, was destroyed by fire at noon last Friday.

---

Spartanburg, S. C. Journal
April 8, 1937

# New $65,000 Negro School Is Opened

Gaffney, April 8—Gaffney's new $65,000 school building for negroes was occupied Monday without formal ceremonies. Eleven of the 13 class rooms were practically filled, according to L. F. Carson, superintendent of schools.

No disposition will be made for a time of the old Granard street school property, A. W. Askins, chairman of the trustees, said. A rented lodge hall, which was used for the primary grades, was destroyed by fire at noon last Friday, but classes were continued this week without interruption.

Education - 1937

Tennessee

Common Schools, Improvement of

Clarkesville, Tenn., Leaf-Chronicle
April 24, 1937

# PRIZES AWARDED NEGRO EXHIBITS

## Board Served by County Schools; S. L. Smith Speaks

Warfield school was presented the first prize of $1 for the best booth in the Montgomery county colored schools exhibit at the luncheon given for members of the Board of Education by the county Negro schools at the court house today, with N. L. Carney, superintendent of Montgomery schools as master of ceremonies.

Walnut Grove school came second winning a prize of 50 cents with several other schools being awarded twenty-five cents, which schools include Pleasant Hill, Evergreen, Kennedy, Rossview, Hampton and Pisgah. The awards were presented by Judge John T. Cunningham.

Professor S. L. Smith of Nashville, who was formerly superintendent of city schools here, Southern Rosenwald agent, made a brief address in which he stated that the first county school exhibit in Montgomery county was shown here in 1910, with the largest crowd ever to be in Clarksville at that time, present. He said that about 7,000 people saw the exhibit. Mr. Smith was the promoter of the study of agriculture in the public schools of this county.

Much praise was given Sarah Farrar Brown, colored supervisor of the county schools for her splendid work done this year, especially for the luncheon prepared for thirty-five guests.

In the cake contest winners were Liner's Chapel, Warfield, Quarles, Ransom, Griffey, Ogburn, Round Pond, and Pisgah. Kennedy, Ogburn and Hampton were winners in the pie contest. These cakes and pies were made by the pupils of the schools. Each winner was awarded a prize of 25 cents.

Brief addresses were made by Mrs. Julia Dunn, Mrs. Hicks Polk, supervisor of the community house and J. K. Dickson, chairman of the board.

---

Chattanooga, Tenn., Daily Times
October 17, 1937

# EXTENSION WORK IS SET FOR COLORED TEACHERS

Colored teachers of Chattanooga will be organized into an extension school of the Agricultural and Industrial college in Nashville on Oct. 23, when Dean G. W. Gore, Jr., of the college, will form the classes at Howard High school, it was announced yesterday by Albura H. Fagala, supervisor of the county colored schools.

The project, designed to raise the standards of the teachers, has the co-operation of the education departments of both the city and county, it was said.

Education - 1937
Common Schools, Improvement of.

Texas.

# Texans Want State To Provide For Higher Education For Negroes

## Committee Visits Austin In Interest of Bill to Establish $15,000 Fund—Governor Allred Interested.

By **ALBERT WHITE**

HOUSTON, Tex., Sept. 30—A committee of Texans were in Austin this week in the interest of the proposed bill to establish $15,000 of State funds for professional and graduate courses for Negro youths of the State. Their purpose this week is to make known the intents of the bill at the present special session of the legislature.

Gov. James V. Allred has expressed an interest in the legislation, but has declined to include it among matters to be brought up at this particular session.

The present session is a revenue raising session and the minds of legislators are focussed on the rising cost of the state government and methods of securing money to balance the state's budget.

In view of this, Gov. Allred has made it known that expediency dictates a formal discussion of the measure at a time when legislators will be in a better frame of mind on the expenditure of money.

Considerable interest has been aroused in the plan since it was offered by Dr. R. T. Hamilton to the interracial commission of this state which is pushing the legislation.

Dr. Hamilton assembled most of the facts and has been instrumental in keeping the subject before the public. Representative Lonnie Smith of Fort Worth, one of the outstanding men in the legislature, introduced the bill at the last session. The bill provides scholarships for colored citizens in colleges outside of Texas, where courses denied colored people at the University of Texas, can be studied.

The method that is being followed in Texas to secure aid of this kind from the state is different from the procedure followed in several other Southern states where students filed test cases through the National Association for the Advancement of Colored People to enter the state supported schools for whites.

Naturally, these colored students did not really desire to attend the white colleges, but being victims of a jim-crow educational system unequal in its provisions for the education of the two races, they were interested in establishing their legal right to education at the expense of the state.

In this way, sentiment in states where such suits were filed, has developed more rapidly than here in Texas. However, Dr. Hamilton and the commission are finding their way, gaining the ear and influence of prominent figures in Texas in favor of the measure.

Chief among these is the Houston Post, a daily newspaper published by former Gov. W. P. Hobby, which supported the bill in a recent editorial. The Post expressed the opinion the sum of $15,000 requested was small compared to the benefits.

The Post ventured that most white people in the State are unaware that Negro youths are being denied educational opportunities to which they are legally entitled. It is believed that other papers and citizens of influence will follow the lead of the Post.

Courier
10-2-37
Pittsburgh Pa

Virginia
6

Education—1937

Common Schools, Improvement of

Norfolk Va. Pilot
March 24 1937

# Regional Negro High Schools Recommended

## Interracial Commission Director Points Out Lack of Educational Facilities

Richmond, March 23.—(AP)—L. R. Reynolds, director of the Virginia and North Carolina Interracial Commission, said today that 24 Virginia counties had no high school facilities for Negroes.

Most of these were in sections having a comparatively small Negro population, he added.

Reynolds said this problem would be discussed when education officials from four States meet at Radford State Teachers' College April 13.

The topic for this conference wlil be "Meeting the Educational Needs of Negro People in Sparsley Settled Areas."

Fred M. Alexander, who is in charge of Negro education in Virginia, commented today that 96 Negro schools in the State were now doing some high school work. About 50 are accredited, he said

Alexander, former school superintendent at Newport News, will propose regional high schools as one approach to the problem in an address before the conference at Radford.

A. G. Richardson, of the State Department of Education, will discuss the need for high school facilities for Negroes in Southwest Virginia.

Economies and actual cost of operating three such regional schools—at Christiansburg, Abingdon, Manassas—will be presented by the respective superintendents of the schools, B. D. French, C. C. Shelburne and R. C. Haydon.

Other speakers will include Dr N. C. Newbold, of Raleigh, N. C.; Dr. Dudley Tanner, of Nashville Tenn., and Dr. N. L. Taylor, of Frankfort, Ky.

J. A. Oliver, field secretary of the Negro Organization Society of Virginia, will discuss the topic "Is the Regional Approach Practical in Providing Adequate Services in Public Health and General Welfare?"

Dr. R. E. Blackwell, president of Randolph-Macon College, is chairman of the Virginia Interracial Commission, sponsors of the conference along with Dr. John Preston McConnell, head of the Radford College.

Education - 1937
Denominational Schools.

A.M.E.

Journal and Guide 3-6-37 Norfolk, Va.

# A. M. E. CONNECTION TO REOPEN KITTRELL COLLEGE, BISHOP M. H. DAVIS ANNOUNCES

Kittrell College at Kittrell, N. C., will be reopened beginning with the fall term under the auspices of the African Methodist Episcopal Church.

The announcement was made here Tuesday by the Right Rev. Monroe H. Davis, presiding bishop of the second Episcopal District, at a conference of presiding elders of the second district. The meeting was held at St. John A. M. E. Church, the Rev. J. A. Young, pastor.

"We're going to reopen Kittrell College, but on a scale on which we can run it," the prelate stated.

The question of reopening the historic school will be discussed at a district conference to be held on the Kittrell campus beginning August 16 and lasting through August 21, it was also announced by Bishop Davis. He will preside at the meeting.

Although the prelate was authority for the statement that the institution would reopen its doors after being closed since 1934, no one to head the school was named. The Rev. Charles E. Stewart, D.D., now pastor of Emanuel A. M. E. Church, Portsmouth, was the last head of the college.

In announcing the district-wide conference at Kittrell, Bishop Davis said that registration will be held on August 16 and the meeting proper will begin on the following day.

All presiding elders in the second Episcopal district comprising the Virginia, North Carolina, Western North Carolina, Maryland, and District of Columbia conferences, are expected to attend the meeting. In addition, heads of all state Allen Christian Endeavor Leagues, Sunday school conventions, and state conference branches of the Women's Mite Missionary Society of the A. M. E. Church, are expected to be present as well as representatives of all other youth departments of the church.

"We are going to show them the A. M. E. church," Bishop Davis said. "Every phase of the church will be thoroughly discussed."

Temporary plans as outlined by Bishop Davis call for a committee on arrangements to be composed of one presiding elder, one minister, and a lay member representing each conference. Other committees will be named later, it was stated.

The Rev. S. E. Churcstone Lord, pastor of John M. Brown A. M. E. Church here, will probably have a place on the program, it was indicated.

Dates for the various annual conferences throughout the second district were also announced by Bishop Davis at Tuesday's presiding elders' conference.

The Virginia annual conference will be held at Wytheville, Va., beginning April 21. The Rev. D. F. Gladney, pastor of Rehoboth A. M. E. Church, Deep Creek, will preach the annual sermon, while the Rev. A. L. Williams of Roanoke will deliver the missionary sermon.

## CONFERENCE DATES GIVEN

Dates of the other conferences in the district were given as follows: Baltimore Conference, April 28, Ebenezer Baptist Church, Baltimore, Md.; North Carolina Conference, Nov. 17, Mt. Olive A. M. E. Church, Wilmington, N. C.; Western North Carolina Conference, Nov. 24 Greensboro, N. C.

The A. M. E. Preachers Meeting adjourned its regular weekly session to attend the presiding elders conference. Rev. Mr. Stewart welcomed Bishop Davis and the delegates on behalf of that body. The response was made by the Rev. G. D. Cobb of the North Carolina Conference.

Education-1937

Baptists.

Denominational Schools.

# DR. GADSON HERE TO PUSH DRIVE

Tribune 2-25-37 Savannah Ga.

Dr. J. H. Gadson, ex-president of Central City College who is now field secretary o religious education of the General Missionary Baptist Convention of Georgia, is in the city as the guest of the Baptist ministers, to cooperate with them in pushing the first district educational and missionary drive and get together effort, to take place at the Tabernacle Baptist church, Rev. E. D. Davis, pastor, March 10.

Each Baptist church in the city will have some of their members soliciting to rais their quota of the funds needed to put the drive over.

Rev. N. C. Connor is president of te district: Rev. T. S. Douse, vice president; Mrs Inez Davis, president of Woman's Department; Rev. C. H. Walls, president of SS Department, Deacon Nathan Roberts, president of BYPU Department; Mrs. C. B. Everetts, district secretary: Rev. W. F. Underwood, president of Baptist Ministers Union.

---

Athens, Ga., Banner-Herald
April 29, 1937

# Former Athens Negro Asks Chicago Group To Aid School Here

Attorney William Henry Huff, a negro who was raised in Athens but has resided in Chicago for the past twenty-nine years, last week appeared before the Chicago Baptist Association (white) and appealed to the Baptist of the Chicago area for funds for the Union Baptist Institute of Athens, upon which the depression has left its impress.

Union Baptist Institute, formerly Jeruel Academy, is the only accredited high school in northeast Georgia where colored children from the rural districts may get a high school education. Attorney Huff, having resided here for a number of years, still remembers the conditions that exist and has been untiring in his efforts to stimulate interest in the institution, which is the last surviving one of its kind in this section.

Monday, April 19, the former Athenian appeared before the committee on Public Policy and the Chicago Ministers Conference in session at Progressive Baptist church and made a stirring appeal. A resolution endorsing the school was unanimously passed and each church was asked to take a collection and forward it to Principal C. H. S. Lions of Union Baptist Institute.

The school has an unbroken record of fifty-seven years of continuous service to the negro race, educating men and women who have become ministers, doctors, lawyers, teachers and leaders on other professions.

The mayor of Athens, officers of the White Baptist Conventions, Educational Convention of Georgia, Athens Chapter of American Red Cross, the University of Georgia visitor, ministers, white and colored, judges, lawyers and businessmen all wrote letters endorsing the school.

The school hopes to raise $2,500 by commencement, scheduled for May 19, and must raise by the fall opening if it is to continue.

---

# DR. McDOWELL ACCEPTS POST AT BAPTIST SEMINARY

Courier 10-9-37 Pittsburgh Pa.

NASHVILLE, Tenn., Oct. 7—President J. M. Nabritt, of the American Baptist Theological Seminary, Nashville, Tenn., has added Dr. S. L. McDowell, of Lynchburg Va, to his faculty. Dr. McDowell has been trained at the Windsor Collegiate Institute, Va. Union University, McMaster University, University of Toronto, Union Theological Seminary, and holds his doctorate from Shaw University. He has been minister of First Baptist churches in Toronto, Canada, Nashville and Brownsville, Tenn., White Rock Baptist Church, Durham, N. C., and Eighth Street Baptist Church, Lynchburg, Va. He has taught theology at Roger Williams University, National Baptist Theological Seminary and Shaw University, and served as vice-president of Virginia Theological Seminary and College. During his ministry he has been much in demand to conduct weeks of prayer in colleges and Ys, for commencement and baccalaureate addresses, for weeks of special preaching, and leader in ministers and Bible institutes. Owing to special social training he has been able to render aid in community projects.

---

Quitman, Ga., Advertiser
November 4, 1937

# Porter Purchases Negro College

Assets of Central City (Negro) College of Macon passed into the hands of James H. Porter Macon industrialist, yesterday at a public sale on the court house steps.

Mr. Porter gave $5,000 for assets of the college. He foreclosed on a mortgage recently in a friendly action taken to revise operation of the school.

The sale was conducted by Arthur Lewis, counsel for the college. He said Mr Porter will turn the assets over to the Georgia Negro Baptists, who will formulate new plans for operation of the college.

Plans will be formulated at conventions to be held soon in Rome and in Macon.

---

Macon, Ga., Telegraph
November 21, 1937

# NEGROES SEEKING COLLEGE CONTROL

## Baptists Name Committee to Purchase Mortgage Held by James H. Porter

Negro Baptists of Georgia are working out a plan for restoring ownership of Central City College to the denomination, it was learned yesterday.

The program was inaugurated at the recent meeting of the General Missionary Baptist convention in Rome. The body voted to "stand behind" the college and a redemption committee was chosen to work out a program.

That committee, headed by L. J. May, Macon, is proposing an adjourned session of the convention here Jan. 11, at which pledges for contributions to the college will be taken and the program of refinancing will be discussed.

The college was bought in recently by James H. Porter, mortgage holder, for $6,000. He announced that it is his plan to allow it to be redeemed as soon as a plan of operation is worked out and said his action was friendly. He has made many contributions to the institution.

S. S. Broadnax is treasurer of the Negroes' committee and W. H. Perry is secretary

Education - 1937

Denominational Schools.

Congregational.

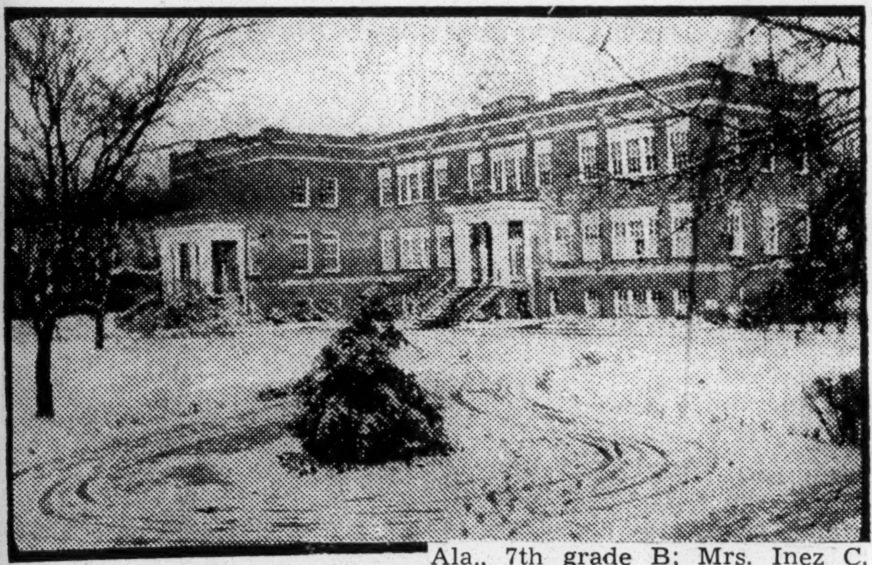
# Trinity School Relic of Old Yankee Days

Afro-American

3-20-37

## All Female Faculty Is Mixed as in Days Just After the War

Baltimore, Md.



**By L. F. COLES**

ATHENS, Ala.—Trinity School, here in the heart of the South, is unique in the United States for here one finds white and colored teachers living on a plane of complete equality, and many of them are daughters of the South.

Trinity School is located not far from a fort where a number of soldiers, members of the Union Army, were stationed during the Civil War.

When the war was over, a young Northern woman, who had been nursing wounded soldiers, founded Trinity School.

For a long time, the school had a difficult struggle, but later on the American Missionary Association took the school over and since that time, it has grown and flourished.

Miss Louise N. Allyn, white, of New London, Conn., is the principal. She has been connected with the school for twenty-seven years, and says she would not give up her work there for anything. She is loved by the entire community.

The teachers are:

Mrs. Ada B. McLinn of Athens, Ala., 7th grade B; Mrs. Inez C. Fant of Athens, 7th Grade A; Mrs. Datie M. Bridgeforth, 8th Grade; Miss Mary E. Davis, white, Grove City, Pa., English and mathematics;

Miss Helen M. Griffin, science Miss Beth Torrey, white, Elberton Ga., history and languages; Miss S. Geneva Cross, New Brighton, Pa., music and physical education; and Miss Ruth Beebe, white, Norwichtown, Conn., home economics and health.

**No Race Prejudice**

There is no race prejudice among the teachers. They eat together, room in the same building, go to the theatre together, attend the same church, and all have their colored visiting friends to come to see them at the school.

When the white teachers visit out in the neighborhood, they go to see colored people, in fact, the white teachers refuse to go any place, where colored people are not admitted.

When they visit the white Girls' School in Athens, they all go together and sit together. At this schoool, one sees the finest manifestation of absolute social equality that can be found anywhere.

**Influences Community**

The school has a great influence on the community, and both white and colored people seem proud of it and of the fine work that it is doing. All of the teachers treat the children under their care, just as if these children are theirs.

They try to instill in them all of the fine qualities that will make them men and women who will not feel that they are different from other men and women. They teach them to hold their heads erect and to demand the respect of the community.

Education-1937

Presbyterian.

Denominational Schools.

Telegraph 2-2-37 Macon, Ga.

## GREAT SCHOOL FOR NEGROES

A. S. Clark, head of the Gillespie-Selden school for Negroes located at Cordele, is an exceptional educator, and reports that the school has $9,000 in bank ready to begin at an early date the construction of a training school for nurses and an administration building for the convenience of the officers of the school.

The Selden name came through the consolidation of a Brunswick school with the Gilliespie school. Dr. Clark is from North Carolina, and he managed to get an education there and to finish at Pittsburgh. He was sent by the Presbyterian church to open a mission church for Negroes at Cordele.

"I soon saw my people needed many things," he said; "my wife went through the North on a lecture tour. The Presbyterians liked our ideas and promised to take charge of the mission school we wanted to establish. Miss Nannie J. Gillespie became our sponsor, and she and other members of the Gillespie family provided money to help us. She died some time ago, but she did not forget us in her will, and her relatives have been very kind to us. When we complete our two new buildings we want to have an opening celebration and we are going to invite our friends to come and help us rejoice."

Business men of Cordele say this school has had a fine influence on the Negroes of that section of the state. It has a magnificent brick dormitory and the president's home is a two-story brick building with all modern conveniences. Some wooden buildings complete the plant. The tornado did its worst work within half block of the school, but the buildings on the school grounds were spared.

The school has more Negro pupils than attend the public schools. Superintendent Standard says one reason for this is that the Negroes look upon it as a great privilege to attend a private school rather than a public school, and they regard the Gillespie-Selden as a somewhat exclusive private school, though the tuition fees are only ten cents a week. Dr. Clark says this ten cents is to help pay for fuel in winter and ice in summer, but Superintendent Standard says it has the effect of making the Negroes feel they are attending a better school, and they take pride in feeling they are paying tuition.

"We do not object to the situation," said Dr. Standard, "for Dr. Clark has built up a fine school. It is well financed and he can render his people a great service. We do all we can for the Negroes who come to the public schools and we feel a constant regret that we cannot do more, but those who go to the Gillespie-Selden school are under a good influence, they have good teachers, and the work is well in line with the state's educational program. The community owes a debt of gratitude to Dr. Clark and those who have aided him."

Dr. Clark says the consolidation with Selden was caused by the realization that a few good schools would be better than many weak schools.

Education - 1937
Discussion

## "SPECIAL ADAPTATIONS" FOR NEGRO PUPILS

Courier 2-20-37
Pitts. Pa.

Writing in her newspaper column, "My Day," Mrs. Eleanor Roosevelt says:

"An interesting letter came to my desk today telling me that in the city of New Rochelle, N. Y., a citizens' advisory committee has recommended to the Board of Education that a study be made of 'the special adaptations made for Negro children and youth in a number of cities that have attempted to meet the issue on a high plane.'

"There is apparently a problem in connection with the education of Negro children. They are planning a better course of study adapted to them and better education on the part of the community to increase better feeling and cooperation between colored and white people."

Mrs. Roosevelt means well and is without question one of the best friends colored people have in this country. But being honest, sincere and well-meaning, she is unable to comprehend the dynamite for Negroes wrapped up in this proposal she endorses.

Any time there is any movement to study "special adaptations" for Negro children, that is a sure sign that discrimination is in the offing. It is just a high-toned introduction to jim crowism.

Defeated in most of their efforts to **establish jim crow** schools in Northern and Eastern cities, prejudiced white people masquerading as "friends of the Negro" who are "considering his best interests," have of late shifted around to a policy of **establishing jim crow courses of study** "adapted to Negroes."

A plot to establish such "special courses" was uncovered by The Pittsburgh Courier in New York City a couple of years ago. The move was temporarily abandoned and its sponsors transferred from the Harlem district. Evidently, according to Mrs. Roosevelt's column, the plot is spreading to "a number of cities."

Negroes, beware of any "special courses" for Negro children either in "mixed" or separate schools!

In the battle of life, Negro children must be as well trained as other children if they are to survive and prosper. **The best way to be sure they will be as well trained is to insist that they receive the very same courses other children receive—no less.**

There is no more problem in connection with the education of Negro children than there is in the education of white children, and we ought not permit ourselves to be fooled into believing there is.

The way to "increase better feeling and cooperation between colored and white people" is to insist that they have the same rights, privileges, public education, and public accommodation.

Jim crowism takes many forms. Repulsed in one guise, it returns in another. Defeated it retires for a spell, only to reappear in remodeled garments. It has more lives than a cat.

Be on guard against anything "special" for your children!

---

# NATIONAL EDUCATION ASSOCIATION DENIES PRESSURE ON SOUTHERN NEGRO EDUCATORS TO ENDORSE HARRISON-BLACK BILL

Press Service N.A.A.C.P.
2-19-37
New York N.Y.

---

New York, Feb. 19.- The National Education Association through its executive secretary, Dr. Willard E. Givens, denied today in a telegram to the N.A.A.C.P. that the N.E.A. had requested southern superintendents of education to have Negro educators endorse the Harrison-Black Bill for Federal aid to education without amendments, as it now stands. Dr. Givens' telegram was sent in response to one from Walter White, secretary of the N.A.A.C.P., asking if reports were true that such pressure was being brought to bear on Negro teachers in southern states. Dr. Givens admits, however, that in view of the demands of the N.A.A.C.P. and others, including an editorial in the Journal of Negro Education, for amendments which would insure equal distribution on a racial basis of Federal funds for education to be given by the Harrison-Black Bill, "it would not be surprising if some southern superintendents should invite Negroes to write letters endorsing the bill".

The N.A.A.C.P. today issued a sharp warning to Negro educators to resist attempts to force them to oppose amendments. Already some Negroes have yielded. On February 11th A. G. Richardson, Assistant Supervisor of Negro Education of Virginia, appeared before the Senate Committee on Education and Labor and advocated passage of the Harrison-Black Bill without any amendments. In response to questions asked him by members of the Committee regarding insistence on amendments to protect Negroes, Mr. Richardson replied: "In my judgment, gentlemen, I believe you would be questioning the integrity of the local people to do that.....I feel if Congress were to earmark the bill it would bring about discord....I believe that the future success of the Negro lies in his intelligent cooperation with the most intelligent leaders of the white group, and that by resorting to any drastic action, we are simply raising red flags that give the other groups opportunity to strike back and possibly to wound more seriously."

The N.A.A.C.P. pointed out today, in refutation of statements of Negroes like Richardson, that in 1935-1936 the Federal government appropriated $1,120,430. to Virginia for land-grant colleges. Some measure of what would happen with the Harrison-Black Bill if division of the moneys were left to the states may be seen from the fact that of this appropriation Virginia spent $1,029,768. on Virginia Polytechnic Institute, which is attended only by whites, and only $90,662., or 11% on Virginia State College for Negroes, though Negroes constitute 31.8% of the school population of Virginia.

The N.A.A.C.P., the National Council of Negro Women, the National Association of Teachers in Colored Schools, the American Federation of Teachers, the Elks, the Washington Bar Association and other organizations are demanding amendments which would insure expenditure of the huge sums of Federal moneys which the Harrison-Black Bill would appropriate, on a basis whereby Negro children in states where separate schools are mandatory by law would receive exactly the same amounts per student as will be expended for education of white children. The Harrison-Black Bill would appropriate one hundred million dollars the first year and an increase of fifty million dollars annually until a total of three hundred million dollars a year is contributed by the Federal government to the states for educational purposes. The N.A.A.C.P. pointed out again today that the south spends an average of $44.31 for the education of each white child as contrasted with $12.57 for the education of a Negro child. In some counties in the Black Belt the ratio rises as high as fifty-to-one against Negro children, and the statistics show that the denser the Negro population and the more money the county has to spend on education, the smaller the amount it expends on Negro schools.

Press Service N.A.A.C.P.
2-19-37
New York, N.Y.

The N.A.A.C.P. urged Negro and white educators, associations, churches, fraternal organizations and other groups and individuals to telegraph or write immediately to the Senate Committee on Education and Labor, Senate Office Building, Washington, D. C., urging vigorously that the Harrison-Black Bill be revised to include amendments providing that Negroes receive a share equal to no less than the Negro percentage of the total state population.

The members of the Senate Committee on Education and Labor are: Senator Hugo L. Black (Ala.), Chairman; Senators William E. Borah (Idaho), Royal S. Copeland (N.Y.), James J. Davis (Pa.), Vic Donahey (Ohio), Allen J. Ellender (La.), Rush D. Holt (W.Va.), Robert M. LaFollette, Jr., (Wis.), Josh Lee (Okla.), James E. Murray (Mont.), Claude Pepper (Fla.), Elbert D. Thomas (Utah), and David I. Walsh (Mass.).

---

We once knew a county superintendent of schools who claimed that he got "more genuine pleasure" from visiting in colored schools than he obtained in any other phase of his work. "I always make them a little speech, just like I do in the white schools," this superintendent would say, "but the result was much different. Such remarks as, 'hyar dat, will you?' 'Dat man am tellin' de truf,' mixed with numerous 'amens' were certain to come forth from the schoolroom at every visit."

---

## William Pickens To Tour High Schools, Colleges

Louisville
~~Afro-American~~
10-16-37

CHARLESTON, W. Va., Oct. 15—It was reported this week from the division of Race schools of the state department of education that the third year of its motivational and inspirational program will begin this week at Liberty high school.

William Pickens, field agent for the N. A. A. C. P., will open the series of tours.

---

Rocky Mount, N. C., Telegram
June 9, 1937

## "GLORY HALLELUJAH!"

Tom Bost, The Greensboro Daily News' dean of Raleigh correspondents, went over to Durham to "cover" the address of Rabbi Stephen S. Wise before the graduating class of the North Carolina College for Negroes and "covered" more than the things usually unearthed by a reported carrying out an assignment.

Mr. Bost, writing from Durham on June 1, quoted Rabbi Wise as telling the graduates that "they must never cease to protest wrongs to themselves and other minority groups, but they must also never whine.

"And 10 minutes later, when one of the girl graduates tossed her tassels over her cap as a symbol of her completed course, a woman leaped to her feet with the shout of the redeemed. Not a soul smiled, not a prayer on the stage was perturbed. President James E. Shepard went on awarding the degrees; the preacher saw his theology applied. 'Nobody but a member of my race can understand a thing like that,' Dr. C. C. Spaulding said as he presented medals and other distinctions.

"But the commencement speaker did understand. Everybody did. The shouting mother was a Norfolk cook who had seen her girl through. She belongs to a people even as the greatest of the Jewish orators, capable of the greatest threnodies and the greatest doxologies. The preacher supplied the sadness as he spoke of the Hitlerites. The woman gave the joy as she saw her girl really become somebody.

"It was such a day for the Negro community celebrating its 26th annual commencement, only 12 years of which have been under North Carolina auspices. On the stage, filled as it never has been before, were others whose joy was also overflowing. Dr. Shepard, the perennial president, could hear the workmen putting bricks upon each other and could see his handsome new auditorium rising rapidly into its second story. There is $300,000 worth of building in progress on this campus. The State gave $155,000, the federal government supplied $126,000, loyal friends adding the other. Only the Norfolk woman whose daughter became an AB today had the courage of her emotions. But there were white people in Avery auditorium today who wished to shout."

Education-1937
Discussion.

Black Dispatch
7-10-37
Oklahoma City

## The South's Poverty and Separate Schools

Much discussion was had at the 28th annual session of the National Association for the Advancement of Colored People regarding inequalities in the Southern educational setup. Doxie A. Wilkerson, Washington, D. C., in discussing "Equalizing Teachers' Salaries," pointed out that most of the Southern states were poverty stricken, and he argued that much of the difficulty developing in the separate schools resulted from this situation. "It is doubtful in my mind if we ever will be able to change this condition," said Wilkerson, who seems to feel that educational inequalities in Southern states are fundamentally problems in economics rather than in race.

When we had an opportunity to talk we pointed out that we came from Oklahoma, a Southern state, which could in no wise be considered poverty stricken, and where vast mineral wealth made the commonwealth outstanding in the nation. With all of this vast economic resource from which to draw, Oklahoma, according to a report of the Department of Interior in 1917, had the most indefensible separate school law in the nation.

It seems to this writer that the unconscienable conditions existing in Oklahoma prove that it is not purely a problem in economics which forces the South to deny Negroes their rights in education. Oklahoma certainly can not plead that the state is poverty stricken, and yet Oklahoma forces Negroes into a straight-jacket of two mills for the maintenance of Negro schools while white schools enjoy an elastic and adjustable levy ranging from five to fifteen mills, according to the need.

We are not so sure but that Mr Wilkerson is perhaps unwittingly the victim of specious propaganda with which the South seeks to justify itself. Too often we find Negroes in high positions of authority giving life to a tissue of falsehood. It ought to be patent to all, however, that if the economic condition in the South is as Mr. Wilkerson painted it, Negroes still have the right to demand that their schools shall be equal with the whites. Mr. Wilkerson pointed to South Carolina as a case in point. We have never been to South Carolina, but we can be sure we are standing on safe ground when we say: "If the state of South Carolina will bring its Negro schools up to the standard of the white schools of that great state, the Negroes of South Carolina will have the best school system in the nation."

Mr. Wilkerson was not so sure as to the method of procedure in righting these conditions. He referred to several methods such as revolt, education of public opinion, and legal action. He stressed legal action, but felt that small results could come from the use of the ballot.

Again we disagree with friend Wilkerson. While we believe that an attack upon this situation should be made on all fronts, we believe that most vulnerable approaches are from the angle of enlightened public opinion and the use of the ballot. We believe through intelligent and effective use of the ballot fundamental changes will come. A strong, cohesive Negro bloc in every Southern state will find the answer to most of the questions black men and women ask in America.

Whenever the Negro vote becomes sufficiently strong enough to decisively put men in office or remove them from positions of authority, that is the day when not only educational inequalities will cease, but also the mob and the torch will become a thing of the past. The mob votes but its victim nor any of the friends and relatives of the victim vote. This fundamentally is the reason why the mob has standing below the Mason-Dixon line.

Take, for instance, the state of West Virginia, where Negroes have learned the intelligent use of the ballot. Although in the minority, Negroes form the deciding factor in all elections. The vote is flexible, drifting in the direction where West Virginia leadership assumes the best bargain can be driven. As a result, West Virginia spends more per capita on Negro education than on white. There is the answer to Mr. Wilkerson's interrogation.

In a discussion of this subject, however, there should not be overlooked the important task of educating public opinion. We who strive to effect the advance of black opportunity should not forget that public opinion in the last analysis controls everything. We live in a time when we are controlled by laws written in another day. Few of the younger white generation know the actual extent to which the Negro is humiliated and distressed by archaic laws drafted by their fathers.

Sometime ago, during an election year, five candidates for superintendent of education came to the Black Dispatch office for support. Each of the candidates laboriously and in a stereotyped manner said, "I will be fair to the Negro in the matter of education."

You will be surprised when it becomes known that all of the five admitted they did not know the working or functioning of the separate school law. They all thought the Negro schools were operated on the same tax level with the whites, and when we began to tell them of some of the dfinite concrete things they would have to do in order to "be fair," they were utterly flabbergasted.

Mr. Wilkerson was very emphatic in opposition to revolt as a method of approach to the educational inequalities that exist in the South, but we say here and now that if in every community an organized and continuous effort is put forth by the friends of justice to expose the functioning of separated and segregated laws; if the pitiless light of publicity is turned upon such un-American customs, revolt will spring up among thousands of white people. There would be a revolution of public opinion in the South if we could but get rid of Uncle Tom Negroes in public positions who fear everything and trust not even a normal movement forward by their own people.

While the N. A. A. C. P. is doing much good along this line, a leap forward is being made in interracial groups where whites and blacks commit themselves to frank approach to racial issues. We are opposed to separate schools because they are focal in the thought that white people are better that Negroes; but even so, if in South Carolina and Oklahoma white people will spend on the separate schools the same amount of money spent on their white schools, much of our dissatisfaction will disappear.

---

Telegraph
11-7-37
Macon, Ga.

### LESSONS LEARNED IN THE LOG SCHOOL

To the Editor of The Telegraph and News:

Will you kindly permit a highly educated man the use of your letter column to say just a few words; in fact I want to cast one stone in a way that it will strike two birds. Although these birds are quite a distance apart, I think that I can at least hit them at one throw. My highly educated mind received its first lessons in a little log schoolhouse by the side of the road, two miles away from home, and the old blue-back speller was my all. My teacher was a one-legged man by the name of Professor Gibson, and he used a crutch to aid him in walking. He also used it to mall us over our heads when we misspelled a word. He would shake it at us in a fit of madness, and tell us how he lost his leg, and that he knew that he killed one soldier that stepped on his hand after he fell down on his face because he could not run fast because of a carbuncle he had in a place that kept him from running after being whipped in a battle with men in blue uniforms who were Americans. He was also an American, but he wore a gray uniform. He told what a useless and unnecessary war it was; Americans fighting Americans; it never should have been; it was the most unnecessary war ever fought in the history of the world. He said other things, too. He said that there would be a kind of slavery existing in the South as long as that feeling of prejudice remained between the Negroes and the white bosses, and the poor white people would be held down in order to keep the Negro in what is called his place. So, I have never forgotten the lessons taught me by the old professor in the log schoolhouse by the side of the road who's name was Gibson, and did wear the uniform of gray.

C. W. COBB.
Macon.

# IS THE DICTATOR RUINING OUR COLLEGES?

Defender
8-7-37
Chicago, Ill

The annual wholesale dismissal of teachers from our colleges is one of many recurrent travesties that tend to transform academic institutions into a ludicrous one-man show. While college presidents are elected by a trustee board whose choice is seldom predicated upon academic qualifications and administrative fitness, teachers are appointed almost invariably on the basis of their academic preparations and experience. Such preparations, more often than not, entail many years of personal sacrifice, of self-denial. In the aggregate a teacher's training involves quite an outlay of financial expenditure, not to say anything of the mental energy expanded in the direction of his avocation.

If the dismissals resulted from incompetency, gross negligence of assigned duty, or from unethical conduct, there would be no justifiable cause for adverse criticism. But, they result from chicanery, intrigue, and from a brand of politics that is too dirty for even the most unscrupulous of precinct captains. It is not uncommon to find a well organized espionage system in many of our colleges with students as agent-provocateurs. With cliques and plots in various departments, there is very little left to complete the picture of the administration of our high-powered institutions.

When men highly trained and eminently conscious of their professional responsibility find themselves over-night on the streets of an unfriendly economic world; when teachers, whose very training unfits them for other occupation, are ruthlessly forced out of their jobs, is it not time that some reputable agency, vested with necessary powers, should investigate our colleges? Almost all of our school presidents are afflicted with a Jehova complex; more than that, they are psychiatric.

They may enlarge the physical plant, and beautify the campus with trees and roses, but they retard the academic growth of their institutions and the unfoldment of those committed to their care. It must not be forgotten that institutions for higher learning establish their reputation on scholarship, on the character of their product, and not on buildings and terraces, nor on trees and roses.

Some of our colleges have been in continuous operation for more than sixty years. As yet they have shown no visible improvement on the administrative side. Constant turmoil, administrative strife initiated by vindictive, narrow-minded presidents make the future rather uncertain for our educational dispensaries.

When trustees, intelligent trustees, not the kind that we have now, learn to remove their college presidents on charges of inefficiency and unfair treatment of the teaching staff, then we may hope to check the abuse of summary dismissals. At present our college teachers are protected neither by the courts nor by the trustees. They are given no written contracts, and have no tenure of office. They are, like common laborers, presumed to be hired per diem. And, if they remain on the staff until the end of the academic year it is at the sufferance of the president of the college. It is obvious, therefore that what we need is efficient, broad-minded college presidents, and not dictators or half-wits who turn academic institutions into peonage farms.

---

Jackson, Miss., News
October 19, 1937

# TRAIN THE NEGROES

While Mississippi is engaged in a program of industrial development, we must not be so short-sighted as to lose sight of the fact that half of our population is made up of the negro race. In any scheme for the development of the state, our negroes must not be left out. We must in some way provide for them. They are here and will stay here. In fact, our white people would be the last to see them leave the state. But they will leave if we do not provide the means whereby they can earn a living. For the most part, our negroes in the South are shut out of industry. There is, therefore, not much left for them to do except cultivate the soil. We should establish vocational schools over Mississippi in which our colored boys and girls can get the type of training that will fit them for the vocations that are open to them. They can and do become farmers, brickmasons, plasterers, blacksmiths, laundresses, domestic servants, etc. Hinds county has 516 negro farm owners and 828 white farm owners. There is no school in the county in which our negro youth can get this type of training. Consequently they are flocking into the city of Jackson in order to get better school advanagtes. If the county school authorities are wise, they will take steps to remedy this situation.

Under our present laws, county school boards have authority to establish one such school to the county. Hinds county is amply able to provide at least one school of this type for our colored population.

The curriculum in this school should be practical. It should provide training for negro boys and girls in the vocations in which they are to engage—agriculture, carpentry, plastering, blacksmithing, domestic serivce, nursing, auto mechanics, etc. In other words, these negro boys and girls should be taught how to become self-respecting, self-supporting, law-abiding people.

Once upon a time John Sharp Williams of sainted memory, was making a talk to his home folks in a church at Yazoo City. Among other things, he said:

> At the close of the Civil War the South made one of her most serious mistakes when she turned her back on the training of the negroes and left this matter in the hands of northern people and in the hands of the negroes themselves. If the South had assumed responsibility for the training of this group of her population and had given it proper consideration, she would now have one of the greatest assets any nation ever had in the form of a great system of trained laborers.

John Sharp was usually right. He was certainly right in this instance and what he said then is still true today. If we are wise and if we are interested in our own future welfare, we will take steps to provide the right sort of training for our colored population.

---

Macon, Ga., News
October 8, 1937

# BRITISH SUBJECTS MAKE STUDY HERE

## Educational Activities in South Are Investigated by Score of Visitors

After spending last night in Macon, about 20 British subjects in colonial service left this morning to continue their study of educational activities in the South.

The group arrived last night and did not remain here long enough to examine the system of Bibb county public schools. The foreigners are being directed through Georgia by L. M. Lester and Robert L. Cousins, state school supervisors. Most of them are connected with the British government in South Africa.

The group is in the United States under the auspices of the Carnegie corporation. They began their study with a four weeks' conference at the University of North Carolina in Chapel Hill, N. C.

They are on a two weeks tour of the South for a study of Negro and white schools. Several stops were made yesterday at schools between Atlanta and Macon and today stops are planned at Fort Valley, Montezuma, Americus and Columbus. In the latter city, Alabama education officials will join the party to continue the tour.

One week of conference at Hampton Institute in Virignia and another week at Yale will conclude the study.

---

Columbia, S. C. State
October 2, 1937

# BRITISH EDUCATORS VISIT COLUMBIA

## Twenty From Possessions Given Tea Yesterday. Attend Game Today.

Twenty leading educators of the British Possessions in East Africa who are in South Carolina studying the education of the American Negro were given a tea yesterday at Hotel Columbia by the University of South Carolina and the state department of education.

The group came to Columbia after spending a month at the University of North Carolina where they met in seminars attended by all the state agents of Negro education in the Southeastern states, including J. B. Felton and W. A. Schiffley of the South Carolina department of education.

They came directly to Chapel Hill from Africa and since completing their stay at the North Carolina university, have visited Charleston and the State Agricultural college at Orangeburg. From Columbia they will go to Greenville, visiting the Parker school district and meeting at the district Jeans conference, and from Greenville to Atlanta, and thence to Hampton, Va., and Yale, and from there return to their respective homes. Their trip to America was made possible largely by the co-operation of the Carnegie foundation, general education board, University of North Carolina, Yale and Hampton college.

The tea was attended by Dr. J. Rion McKissick, president of the university, and other university officials and faculty members, James H. Hope, state superintendent of education, and other officials of the department. Young women of the education department served.

On their trip to the Piedmont the visitors will be accompanied by several officials of the department of education, including Miss Mattie Thomas, supervisor of elementary education; W. D. Nixon, supervisor of high schools; Mr. Schiffley and others.

Incidentally, the visitors are staying over in Columbia for the Carolina-Georgia football game todaly. It will be the second football game they have ever seen, the only other one having been that played last week between North Carolina State and the Gamecocks. They reported they greatly enjoyed the game and were looking forward to seeing the contest today.

The visiting delegation is composed of the following: Mr. and Mrs. R. H. Wisdom, Nairobi-Kanya; Mr. and Mrs. A. Travers Lacey, Nyasaland; Mr. and Mrs. F. R. Irvine, Achinota College, Gold Coast; Mr. and Mrs. T. D. Cranston, Gold Coast, Mr. and Mrs. D. W. Malcolm, Natal; Mr. and Mrs. J. D. Staydon, Union of South Africa; J. Reyneke, Victoria, Transvaal; B. D. Carman, British Honduras, Central Africa; W. E. Holt, Nigeria; L. A. C. Buchanan, Zanzibar; G. H. Wilson, Rhodesi; Miss Shelia Malcolm, Natal; Miss Hillary Page, Achimota College; W. A. E. Houghton, Union of South Africa.

Education-1937

Discussion -

# Facts Belie Prophecy

Call 9-24-37 Kansas City Mo.

Speaking to the conference of governors held recently, Gov. Olin D. Johnson of South Carolina said, "We should be jealous of individual liberty in education as of individual liberty in religion . . . South Carolina will always demand its right to segregate whites and blacks . . . We would not condone anything which approaches racial equality."

In 1861 South Carolina shouted from the cannon's mouth that it would keep Negroes in slavery. It did not. Now it is emphatic about segregation and Negroes' inferiority. Wrong again!

Governor Johnson and all who agree with his position make the error of letting their wishes blind them to the facts. Negroes in South Carolina are rising toward equality swiftly. South Carolina spends many dollars for white education to one for Negroes. Yet in time their little will lift them to equality of opportunity, the only kind worth having. This "social" equality bugaboo is meaningless.

We believe the bark of the average prejudiced person is worse than his bite. With all the meanness that characterizes the treatment of Negroes, both by law and by custom, tolerance is increasing. Bibb Graves, governor of Alabama and confessed ex-Kluxer, has his name over the door of the state's school for the higher education of Negroes. This very South Carolina where it once was unlawful to teach a Negro to read and write, lets schools and newspapers educate them without molestation. Florida gives its one Negro college an appropriation equal to any one of the white. In some states, notably Tennessee, North Carolina and Georgia, Negroes' progress is taken for granted. All this could not be if whites are as unalterably determined to keep Negroes down as Governor Johnson says they are.

---

At the same time that Negroes are rising, whites are helping them rise. In the coal and steel industries of Alabama, Negroes and whites stood side by side in the picket lines. The organization of share croppers includes both races. The truth is race relations are already changed toward racial equality. Probably Governor Johnson still represents the majority opinion in the South, but a majority that is dwindling in number and prejudices.

Winston-Salem, N. C., Sentinel
November 6, 1937

---

# *Educational Equality*

Dorothea Kahn, staff writer of The Christian Science Monitor, quotes officials of the Julius Rosenwald Fund as stating that the South still spends four times as much on the education of white children as it does on colored children.

While this discrimination is regrettable, there are factors involved, we believe, which tend to modify any hasty conclusion which might be drawn from the figures. One has to do with the distribution of Negro population in certain sections. For example, while Forsyth county has quite a number of Negro residents in rural areas, they are so badly scattered that only one or two consolidated schools for colored children has been found practical. This condition manifests itself in many Southern communities. Our colored population is not segregated on any general plan, and where a few Negro families are sandwiched between large groups of white folk and yet require separate attention from the educational standpoint, it is rather diffiicult to do them justice.

But thanks to the Rosenwald Fund and an aroused public demand among both white and colored people for better school facilities for Negroes, the discriminations are being rapidly wiped out in many Southern sections. The Rosenwald Fund has contributed one-third of the costs involved in the construction of 5,357 public schools, shops, and teachers' homes in 15 Southern states during the past two decades, and is now endeavoring to promote the elevation of standards in the normal schools. It is also helping to build up four Negro university centers at Washington, Atlanta, Nashville, and Dallas. In these undertakings, the Negroes usually provide one-third of the funds, white citizens one-third, and the Rosenwald Fund the remaining third. This program which tends to supplement the efforts of the state governments in building up regular units of their public school system presages a much brighter future for Negro education in the South.

Roanoke, Va., World News
November 9, 1937

---

# Negro Education Program to Be on Radio Tomorrow

Daisy J. Armstrong, county elementary negro school supervisor this morning called attention o colored residents of Roanoke, Salem Vinton and the county to the eighth annual radio program on educatio of negroes tomorrow afternoon from 2:00-2:30 o'clock over the Nationa Broadcasting system.

A contribution to American Education Week, the program will include an address by Dr. J. C Wright, assistant commissioner fo vocational education of the office o Education in Washington; music by student of Howard university; brief talk by M. F. Whittaker, president of the Conference of President of Negro Land Grant Colleges; and remarks by Dr. Ambrose Caliver specialist in education of negroes who will act as master of ceremonies.

The special broadcast, it was said, will emphasize vocational education, as a climax to the national survey of vocational education and guidance of negroes, sponsored by the office of education in Washington.

Announcements of the broadcast has been made in all negro schools of the county, the supervisor stated.

---

# Broadcast Program on Education of Negroes

Call 11-12-37 Kansas City Mo.

WASHINGTON.— (ANP)— To focus nation-wide attention on problems affecting the education of Negroes the office of education, department of the interior, sponsored its eighth annual radio program on November 10.

Planned by Dr. John W. Studebaker, commissioner of education as a contribution to American Education Week, the program was broadcast over a coast-to-coast network of the National Broadcasting company and included an address by Dr. J. C. Wright, assistant commissioner for vocational education, music by students of Howard university and a brief talk by President M. F. Whittaker of the conference of Presidents of Negro Land Grant Colleges.

Dr. Ambrose Caliver of the office of education was the master of ceremonies.

# YOUNG PEOPLE DEMONSTRATE AGAINST SCHOOL INEQUALITIES

New York, Nov. 5.- One hundred and seventy-five youth councils and college chapters of the N.A.A.C.P. throughout the country will unite in a nationwide series of youth mass meetings against inequalities in public education Wednesday, November 10. This is the day during American Education Week, November 7-13 which has been set aside for discussion of "Our American Youth Problem". On this day youth councils and college chapters will emphasize unequal education opportunities for Negro youth as a great problem. Walter White, executive secretary of the N.A.A.C.P. will make a nationwide broadcast over the Columbia Broadcasting System from 3:15 to 3:30 p.m. E.S.T., emphasizing the work of the Association as it combats racial discrimination in public education.

Press Service of the N.A.A.C.P. 11-5-37

In Boston, Mass. Dr. Clarence R. Skinner, dean of Tufts University, school of theology will be the speaker for the Boston youth council mass meeting. His subject will be "Prejudice and Its Effect on Negro Education". In Gary, Ind. New York effort will be made to have discrimination abolished in Froebel, a high school which does not allow the Negro pupils to go in swimming, nor play in the band. Negro teams are not allowed to compete with the white in athletics because of the state Athletic Association, so they have been told.

Rev. E. Franklin Fisher will be the speaker at the youth mass meeting in Detroit, Mich., pointing out the discriminations which Negro youth face in a unified school system.

While youth councils and college chapters will inform the general public about the national educational problems which Negroes face and what is being done about them by the Association, at the same time they will focus their attention on local inequalities. A number of youth councils have made surveys of the conditions in their school system and are preparing to cooperate with their local civic organizations to improve conditions in their communities.

---

Cleveland, Miss. Commercial
December 24, 1937

### Train the Negroes

While Mississippi is engaged in a program of industrial development, we must not be so short-sighted as to lose sight of the fact that half of our population is made up of the negro race. In any scheme for the development of the state, our negroes must not be left out. We must in some way provide for them. They are here and will stay here. In fact, our white people would be the last to see them leave the state. But they will leave if we do not provide the means whereby they can earn a living. For the most part, our negroes in the South are shut out of industry. There is, therefore, not much left for them to do except cultivate the soil. We should establish vocational schools over Mississippi in which our colored boys and girls can get the type of training that will fit them for the vocations that are open to them. They can and do become farmers, brickmasons, plasterers, blacksmiths, laundresses, domestic servants, etc. Hinds County has 516 negro farm owners and 828 white farm owners. There is no school in the county in which our negro youth can get this type of training. Consequently, they are flocking into the city of Jackson in order to get better school advantages. If the county school authorities are wise, they will take steps to remedy this situation.

Under our present laws, county school boards have authority to establish one such school to the county. Hinds County is amply able to provide at least one school of this type for our colored population.

The curriculum in this school should be practical. It should provide training for negro boys and girls in the vocations in which they are to engage—agriculture, carpentry, plastering, blacksmithing, domestic service, nursnig, auto mechanics, etc. In other words, these negro boys and girls should be taught how to become self-respecting, self-supporting, law-abiding people.

Once upon a time John Sharp Williams, of sainted memory, was making a talk to his home folks in a church at Yazoo City. Among other things, he said:

"At the close of the Civil War, the South made one of her most serious mistakes when she turned her back on the training of the negroes and left this matter in the hands of northern people and in the hands of the negroes themselves. If the South had assumed responsibility for the training of this group of her population and had given it proper consideration, she would now have one of the greatest assets any nation ever had in the form of a great system of trained laborers."

John Sharp was usually right. He was certainly right in this instance and what he said then is still true today. If we are wise and if we are interested in our own future welfare, we will take steps to provide the right sort of training for our colored population.

—Editorial
Jackson Daily News,
October 19, 1937.

Education - 1937

Discussion

Asheville N. C., Citizen
November 17, 1937

## PROBLEMS OF ASHEVILLE'S NEGRO POPULATION

Recent years of economic depression and widespread unemployment have focused attention on the practical business of educating and training boys and girls to do everyday jobs in an everyday world for their bread and keep. Obviously any kind of academic education is pathetically futile unless living necessities are first satisfied.

This problem has been brought home to us by the many unemployed in Asheville and the thousands of destitute cases on our relief rolls.

We have been watching with keen interest the vocational guidance program begun this year at Lee Edwards high school. The plan is to fit high school training to the individual student's practical needs and not only prepare him but assist him to go directly from school into a job where there is opportunity for a satisfactory livelihood. It is too early to report on results in this new field, but there can be no doubt that it is a substantial step in the right direction.

A few nights ago we listened to a most enlightening radio talk by Albert E. Manley, principal of our Stephens-Lee negro high school, on the problem of giving Asheville negro boys and girls proper educational training to equip them to make a living in Asheville and become desirable Asheville citizens.

In this city of about 50,000 people some 14,000 or 28 per cent, are negroes. Domestic work provides nearly all the employment there is here for negroes. This newspaper made and published a few months ago a survey of the negro servant problem in Asheville. It showed the situation terribly unsatisfactory from almost every standpoint.

It showed that 20 per cent of all negro domestics here have syphilis. The facts with regard to the health and cleanliness of our negroes generally are not pleasant to contemplate.

The survey also showed that a great majority of the homes in Asheville employing negro domestics want them to live on the place. It requires no scientist to understand that the welfare of our own homes is intimately related to the health and cleanliness of our negro domestics.

Asheville is world famous as a tourist city and as a health resort. Could there be any place in North Carolina, or any place anywhere, in which public health and cleanliness are of more commanding importance?

What has this to do with vocational education and guidance for negroes? Consider. Are they not one and the same problem? A negro with a steady and satisfactory job can and finally will solve his own personal problems of health and cleanliness. No detailed description is necessary to convince anyone of the wretched living conditions among our jobless negroes. With better guidance and facilities no one can doubt that they would make great improvements.

Another problem Principal Manley considers with equal seriousness here is the lack of recreational facilities for negro children. In the promotion of health and cleanliness, not to mention good conduct, nothing could be more helpful than properly organized recreational facilities for negro boys and girls. In the summer especially, with schools closed, more than 3,000 negroes of school age have nothing to do but play in the streets and vacant lots. With the adults in their families out at work, there is too often no control or discipline over the children. Is it any wonder some of them get into serious troubles?

In his radio talk Principal Manley, after reviewing some academic accomplishments in the negro high school, said: "However, these results are by no means indicative that our products are prepared to cope with the important problem of making a living in this community. Other than the immediate problem of relieving the overcrowded conditions existing in the negro schools, no problem merits more immediate attention than that of occupations for negro boys and girls after high school days. The school and community, if they are to function properly, must take into account the consequences of the long periods of unemployment between graduation and a job."

"The greatest need," continued Manley, "seems to be vocational education during high school years. When it becomes possible to put this belief into practice, it will no longer be necessary to have subjects in our curriculum which have no social value. With the introduction of vocational education, our school will come nearer meeting the economic needs as well as the social wants of the negro youth of Asheville. By improving their environment and training program we can expect our negro children to enter more wholeheartedly in the scheme of things, believing that the labor of the heart excels the work of the brain."

Enlightened self-interest demands that Asheville have a sensible program to promote better conditions among our negro residents. The great need and opportunity naturally is with the negro children. There is much we can do to help prepare them to fit well into their proper places in our community life. There are few investments we could make that would pay better dividends in the long run.

---

Tuscaloosa, Ala., News
December 13, 1937

## *Schools In The South*

THE explanation which Dr. Alto Whitehurst gave Saturday before the Tuscaloosa County Teachers Association of why the South lags behind the rest of the nation in educational facilities is worthy of study, here and in the North as well.

We are too prone to accept the Northern version of us as a "backward" people without bothering to ask the whys and wherefores. In education, of course we are backward! We know that our schools compare with those of neither the North nor the West, but is it due to an apathetic attitude toward education on the part of the Southern people? We hardly think so. We have seen how a tax measure—if it involves money for the schools—is virtually assured of success in any popular election in the South, while our legislatures are ever ready to enact new measures which will mean more revenue for education.

If not apathy, then what? What makes our schools compare so poorly with those in the other parts of this country? As Dr. Whitehurst points out, we conduct both a negro and white system, and he believes the heavy expense which this dual program calls is the cause of a lot of our trouble. Undoubtedly, Dr. Whitehurst has logic on his side, and especially in the rural communities we often have white and negro schools within a quarter mile of each other where in the North one school would suffice. On the other hand, both the white and negro schools are under the same direction, and the executive costs do not duplicate. Then, too, it's idle to argue that we pay our negro teachers anywhere near as well as our white teachers, and negro education in the South costs far less per capita than white education. Therefore, in a county such as Greene, where the population is overwhelmingly black, rural education costs far less than it would if the schools were on an even cost basis with the white schools. Greene County has few rural white schools, and thus it gets by cheaper than it would if the Northern system prevailed. But what's the use of a discussion such as that? The segregation of negro and white pupils will remain a fact in the South for many a long year, and any financial assistance which we seek for our schools must be found elsewhere.

Dr. Whitehurst, it seems to us, is most effective in his explanation of the Southern plight when he points out that for every 1,000 wage-earning citizens in the South, there are 1,300 children of school age, compared with 800 per 1,000 in the North and 600 per 1,000 in the West. Furthermore, we have an average of only 10 school children per mile in the South as compared with anywhere

**from 30 to 100 in the North, and this sparsely-settled condition adds heavily to our expenses. To top it off, the per capita wealth of the school child in the South is only one-third of that in the North and one-fourth of that in the West.**

**Dr. Whitehurst feels that we have no immediate prospect for a relief of these conditions in the South, "despite the fine progress that has been made by the loyal efforts of teachers and patrons," and with him it is hard to disagree. It will be many a long year before we can present to the nation a school system as efficient as that of the North and the West, but on the other hand we have made some remarkable strides here in Alabama during the last 20 years. The illiteracy that so appalled us a quarter of a century ago remains with us, but it has been trimmed to a fraction of its former self, and it's still being trimmed. It may seem an impossible task, but we are pulling up ourselves slowly by our bootstraps, and as long as we have a people who believe in their schools, and are willing to make financial sacrifices for their sake, we have no reason to be overly pessimistic.**

---

Columbia S C State
December 9, 1937

# THIS MORNING

### John Temple Graves, II, Birmingham, Ala.

**"But when the blast of war blows in our ears,**
**Imitate the action of the tiger:**
**Stiffen the sinews, summon up the blood,**
**Disguise fair peace with hard-favored rage. . . ."**

The most appealing, qualified and perhaps effective efforts against war are those undertaken in recent years by the college undergraduates of this and other countries. No others can speak with so personal an interest as they, nor with so obvious a right, nor with so much attention naturally belonging to what they say.

The possible usefulness of undergraduate action against war is increased today, it seems to us, by a realization on the part of these young men and women that mere sentimental nay-saying is not likely to get them anywhere. Simply to say they won't fight or lend their aid in anywise if a next war comes is not enough. It is, in fact, not anything at all, because people don't believe them and in all probability they are not telling the truth. They may think they won't fight or help, but they will. War, and war's psychologies and war's demands and authorities are like that. The effective undergraduate word against war is the word directed at what brings war about, at the things which obstruct today the trade between nations, the things that deny some nations the goods or services they believe vital to them, that give some nations into possession of war-minded dictators, that make it necessary in some politicians' sight to array race against race and class against class, the things that, in other words, make for economic instability within and between nations.

The undergraduates who count against war now are those who count against these economic instabilities and frustrations that make peace impossible. They are those who count, as America's great Secretary of State Cordell Hull is counting, for a lifting of barriers between nations and between men.

What happens to educated Negroes in the South? Can they justify in use the education they have had? From Dr. R. B. Eleazer of the Commission on Interracial Co-operation, this column has received an interesting analysis of the employment obtained by 71 Negroes who graduated from Morehouse College of Atlanta university last June. Only two of these graduates are now out of work, according to the college's Dean B. R. Brazeal. Of the remaining 69 some 27 have jobs as school teachers, 17 are studying for advanced degrees, 11 are working for insurance companies, nine are in business, two are preachers, two are government employes, one is a factory worker, one a clerical worker, and one a musician.

Doctor Eleazer calls this "a striking illustration of the value of higher education for Negroes." We, for one, are in favor of all the education, high and low, that our Southern Negroes can get for themselves, but we can't help noticing that of the 69 Morehouse graduates who are now employed 44 are employed either in educating others or getting more education themselves. And we can't help wondering if, as an economic proposition, it is possible for a people to subsist on teaching and being taught. There was a story of a land where everybody lived by doing somebody else's washing but we don't remember that the story had a happy ending.

As a race, however, Southern Negroes are still in need of so much education that, for the long time being, there would seem to be an unlimited field for Negro teachers.

Education - 1937

Conference on the Education of Members of the Race and Natives of Africa.

Discussion.

Newport News, Va. Press
October 15, 1937

# Seminar Delegates Study Problems Of Advancement And Progress For Negroes

### Conference at Hampton Institute Hears Two Subjects Discussed Relative to Relief of Situation

Folllowing an address Wednesday night by Dr. Charles H. Wesley, of Howard university, who spoke on the subject, "The Passing of Racial Tradition," delegates to the seminar-conference at Hampton institute during yesterday's program concerned themselves with two problems . . . that the African has no history worthy of record and has made no important contribution to advancing civilization.

Dr. Wesley's thesis was that the belief that the African has no history worthy of record and has made no important contribution to advancing civilization, together with the belief that the Negro and the African are not capable of progress beyond a certain point.

To the educational officials who are delegates from Africa, particularly from South Africa, the practical problem is as to methods of approach and procedure in bringing the African back to the paths of progress from which, according to Dr. Wesley, he has been deflected by various causes. It was natural that the two subjects of the morning dealing, respectively, with agricultural and community betterment and with the religion of the people, would arouse great interest, since they are in the nature of "first things," to be dealt with first.

Because of the rain, today's program was substituted for yesterday's. Dr. Loram, after paying a tribute to the first speaker, John B. Pierce, special agent of the United States department of agriculture, introduced him as a man who has done a valuable piece of work in community building in rural areas.

The audience was rather startled to hear the speaker say, early in his talk, that "Finer relations exist between the races in the country than the public knows about. Often the people in a given community have to learn from the outside what serious things are happening to them."

"Agriculture, to my mind," he said, "offers one of the finest opportunities to help elevate a people that can be found in any pursuit. My work has consisted largely in helping to show the people that they can consistently approach the higher standard of living through agriculture." He discussed the 4-H clubs and their value in rural work.

"The problem for the Negro remains an economic one. How to be fed, how to be clothed and how to get a little money for the education of the children are problems which he must face daily."

Dr. Loram, impressed by Pierce's story of the methods he uses in having the people make changes, suddenly asked this question: "How do you get to know the people so well, learning all these intimate details of their lives? Don't they get angry with you and think you are trying to pry into their affairs? I am curious to know."

"When the people in the country learn that you are interested in them you have no trouble in going into the most intimate details of their lives,' Pierce replied.

To questions regarding methods of stimulating laggards, drunkards and indifferent persons with no ambition the agent said that the best way was to work with the children and wives Asked whether the attitude of teachers and other workers to the religion of the people had any bearing on the success of the former in getting close to the people, Pierce said: "If they are contemptuous of the people's religion and are not willing to work in their churches, these workers are almost certain to fail."

Since so much is to be done for the agricultural development of Africa, Pierce's talk was extremely interesting to the delegates, many of whom made copious notes on his suggestions.

**Religion and the Negro**

In the approach to the work of community building in Africa the question of the religion of the natives is all-important. The program provided for a discussion of "The Religion of the Negro," by the chaplain of Hampton institute, the Rev. S. Arthur Devan.

The chaplain gave to this subject a most sympathetic examination. He pointed out that "The religion of the white man has passed over to the Negro, leaving almost no trace of the religion of his ancestors on other continents." His historical review of the rise of the different branches of the Negro church made his paper a valuable document.

He covered carefully certain points of weakness in the church of the Negro—weaknesses known to all students of the subject, and then said:

"Let me in conclusion pass on to some of the strong points in the Negro church.

"First, it has kept the gospel of Christ before the minds of the Negro people. It does not seriously derogate from this great achievement that the preaching and message has often been obscured by an over-emphasis on the joys of heaven or the pains of hell, or that the worship has often been undignified, the grammar weak and emphasis (to Anglo-Saxon minds) over-emotional.

"Secondly, the church has served as social center for people who have had no other social center, a means of expression for those who had no other means of expression, a school of leadership for those who had no other school, a heaven of democracy where each man could feel his own worth in the midst of a social order that has been carefully designed to shatter his self-respect, an inspirer of all racial efforts in education, business and culture.

"Too little attention, by the way, has been given to the Negro minister as the inspirer of a desire for education on the part of the people. He may have had little himself, he may have been afraid of having an educated ministerial brother too near his own pastoral throne, but he has almost always inspired the young people of his parish for generations to seek education. It is not an accident that ninety per cent of the students entering Hampton are church members. It is the families that come under the influence of the church that want their children educated."

When the speaker turned to the question of the large number of illy-prepared Negro ministers, he quoted figures to show how utterly inadequate is the number of those who are fitted by education to minister to the needs of a race. With great feeling and to an audience which seemed to have caught his own mood, the chaplain said:

"In this strange life of ours one often has to pause and reflect on the foolishness of the wise people of the world. We have in this country many highly intelligent men and several great endowed foundations keenly interested in the education of the American Negro. Elaborate surveys are made, conferences and congresses are held, large sums of money are appropritaed. But those who are responsible for all these excellent things have developed a singular blind spot. They do not seem to see that the most appalling thing in the whole educational problem of the Negro is the deficiency of Negro education for the most important class of leaders the race has ever had or probably ever will have—the ministry of the Negro church. Nothing is done about it. It is very rarely even discussed.

"Most people will agree that it is only the deep-seated religion of the Negro that has enabled him to survive all he has had to come through. But if the education of the clergy continues to be neglected, the clergy will go down (it is going down now). Then the church will go down. Then the religion of the people will go down. Then the Lord only can help the Negro race.

"I can not account for this extraordinary blindness on the part of friends of Negro education; except by the fact that there are some things which are strangely hidden from the wise and prudent."

**Negro and Press**

Dr. R. B. Eleazar, publicity and educational directotr of the Commission on Interracial Cooperation, Atlanta Ga. was the main speaker in the afternoon, at 5 in the museum. He carefully outlined the relation which the Negro sustains to the press of the country, and traced the changes in attitude of a number of influential newspapers. Among other things, he said:

"The newspapers of the South have been an important factor in the improvement of interracial conditions and attitudes that has taken place during the past 15 years. Not only do they guard their news columns against the sort of inflammatory publicity that has sometimes contributed to the incitement of lynchings and race riots, but their editorial leadership also has been consistently on the side of interracial justice, cooperation and the amicable adjustment of difficulties. In the fight against mob violence, which in 20 years has reduced the annual lynching toll by 80 per cent or more the editors of the South must be given a large share of the credit. Meantime, there appears to have been also a gratifying improvement in the tone of Negro newspapers, which in the years immediately following the world war, was very pessimistic."

The program provided for a lecture and moving picture at 8 in the museum by Dr. Arthur D. Wright, president of the Southern Education foundation. His sbject was "British Guinia."

It is expected that the tour of Gloucester county farms, scheduled for yesterday but postponed on account of rain, will be made today.

---

# HIGHLIGHTS OF SEMINAR AT HAMPTON

### Conference On Education Of African Natives Comes To End

10-30-37

HAMPTON INST., Oct. 29—The lecture-seminar conference on the education of members of the Race and natives of Africa closed its six-days sessions at Hampton Institute on October 18.

Cooperating with Yale university and the University of North Carolina, by invitation of Dr. Charles T. Loram, of the Yale graduate school, Hampton's part was that of providing data on certain problems which vitally affect the life of members of the Race in the United States.

President Arthur Howe opened the discussions by his careful explanation of Hampton's idea of "education for life," as it has affected the whole problem of Race education in this country. Then in support of the thesis that "Hampton's greatest contribution in the past has been not primarily in the educational field but in the promotion of a better understanding between the races," he said:

"In her daily life she demonstrates how the two races can live and work side by side in mutual respect and helpfulness. Her campus affords a common meeting place where people of both races and of all sections may come together without embarrassment to discuss their common problems and in this way help the Negro to understand the white man and the white man the Negro; the north to understand the south and the south, the north."

**Passing of a Racial Tradition**

In a ringing and scholarly address, Dr. Charles E. Wesley, of Howard university, traced the history of the Race in Africa and elsewhere. From this historical thesis he moved to the conclusion that the racial tradition that the Race has made no contribution to human progress and is incapable of advancement like that of other races, is definitely passing. Dr. Wesley pressed this conclusion home with great power and effectiveness.

The subject of Indian education was treated by Dr. W. Carson Ryan Jr., of the Carnegie Foundation for the Advancement of Teaching. Among other things, he said:

"Hampton Institute and its ideas in education can be credited with some of the best developments in recent policies of Indian education. Hampton's insistence on realness in education; its determination to find the fundamental needs of people, especially of rural people in their community life; its successful efforts to build an economic life for human beings out of which they can further deepen their social and cultural resources—these are essential for any worthwhile education."

**John B. Pierce, special agent of the United States department of agriculture, gave to the conference** the key to successful extension work. Asked by Dr. Loram how he succeeded in getting so close to the people's private affairs, he said: "When the people in the country learn that you are interested in them, you have no trouble in going into the most intimate details of their lives." He added further that if workers among the country people are contemptuous of the latter's religion, they are almost certain to fail.

**Religion of the Race**

The chaplain of Hampton Institute, the Rev. S. Arthur Devan, in discussing the religion of the Race expressed deepest concern for the future of the Race church, because so little is being done to provide a trained ministry.

"The newspapers of the south have been an important factor in the improvement of interracial conditions and attitudes that has taken

Conference on the Education of Members of the Race and Natives of Africa.

Education - 1937

Discussion.

Newport News, Va. Press
October 15, 1937

# Seminar Delegates Study Problems Of Advancement And Progress For Negroes

### Conference at Hampton Institute Hears Two Subjects Discussed Relative to Relief of Situation

Folllowing an address Wednesday night by Dr. Charles H. Wesley, of Howard university, who spoke on the subject, "The Passing of Racial Tradition," delegates to the seminar-conference at Hampton institute during yesterday's program concerned themselves with two problems . . . that the African has no history worthy of record and has made no important contribution to advancing civilization.

Dr. Wesley's thesis was that the belief that the African has no history worthy of record and has made no important contribution to advancing civilization, together with the belief that the Negro and the African are not capable of progress beyond a certain point.

To the educational officials who are delegates from Africa, particularly from South Africa, the practical problem is as to methods of approach and procedure in bringing the African back to the paths of progress from which, according to Dr. Wesley, he has been deflected by various causes. It was natural that the two subjects of the morning dealing, respectively, with agricultural and community betterment and with the religion of the people, would arouse great interest, since they are in the nature of "first things," to be dealt with first.

Because of the rain, today's program was substituted for yesterday's. Dr. Loram, after paying a tribute to the first speaker, John B. Pierce, special agent of the United States department of agriculture, introduced him as a man who has done a valuable piece of work in community building in rural areas.

The audience was rather startled to hear the speaker say, early in his talk, that "Finer relations exist between the races in the country than the public knows about. Often the people in a given community have to learn from the outside what serious things are happening to them."

"Agriculture, to my mind," he said, "offers one of the finest opportunities to help elevate a people that can be found in any pursuit. My work has consisted largely in helping to show the people that they can consistently approach the higher standard of living through agriculture." He discussed the 4-H clubs and their value in rural work.

"The problem for the Negro remains an economic one. How to be fed, how to be clothed and how to get a little money for the education of the children are problems which he must face daily."

Dr. Loram, impressed by Pierce's story of the methods he uses in having the people make changes, suddenly asked this question: "How do you get to know the people so well, learning all these intimate details of their lives? Don't they get angry with you and think you are trying to pry into their affairs? I am curious to know."

"When the people in the country learn that you are interested in them you have no trouble in going into the most intimate details of their lives," Pierce replied.

To questions regarding methods of stimulating laggards, drunkards and indifferent persons with no ambition the agent said that the best way was to work with the children and wives. Asked whether the attitude of teachers and other workers to the religion of the people had any bearing on the success of the former in getting close to the people, Pierce said: "If they are contemptuous of the people's religion and are not willing to work in their churches, these workers are almost certain to fail."

Since so much is to be done for the agricultural development of Africa, Pierce's talk was extremely interesting to the delegates, many of whom made copious notes on his suggestions.

**Religion and the Negro**

In the approach to the work of community building in Africa the question of the religion of the natives is all-important. The program provided for a discussion of "The Religion of the Negro," by the chaplain of Hampton institute, the Rev. S. Arthur Devan.

The chaplain gave to this subject a most sympathetic examination. He pointed out that "The religion of the white man has passed over to the Negro, leaving almost no trace of the religion of his ancestors on other continents." His historical review of the rise of the different branches of the Negro church made his paper a valuable document.

He covered carefully certain points of weakness in the church of the Negro—weaknesses known to all students of the subject, and then said:

"Let me in conclusion pass on to some of the strong points in the Negro church.

"First, it has kept the gospel of Christ before the minds of the Negro people. It does not seriously derogate from this great achievement that the preaching and message has often been obscured by an over-emphasis on the joys of heaven or the pains of hell, or that the worship has often been undignified, the grammar weak and emphasis (to Anglo-Saxon minds) over-emotional.

"Secondly, the church has served as social center for people who have had no other social center, a means of expression for those who had no other means of expression, a school of leadership for those who had no other school, a heaven of democracy where each man could feel his own worth in the midst of a social order that has been carefully designed to shatter his self-respect, an inspirer of all racial efforts in education, business and culture.

"Too little attention, by the way, has been given to the Negro minister as the inspirer of a desire for education on the part of the people. He may have had little himself, he may have been afraid of having an educated ministerial brother too near his own pastoral throne, but he has almost always inspired the young people of his parish for generations to seek education. It is not an accident that ninety per cent of the students entering Hampton are church members. It is the families that come under the influence of the church that want their children educated."

When the speaker turned to the question of the large number of illy-prepared Negro ministers, he quoted figures to show how utterly inadequate is the number of those who are fitted by education to minister to the needs of a race. With great feeling and to an audience which seemed to have caught his own mood, the chaplain said:

"In this strange life of ours one often has to pause and reflect on the foolishness of the wise people of the world. We have in this country many highly intelligent men and several great endowed foundations keenly interested in the education of the American Negro. Elaborate surveys are made, conferences and congresses are held, large sums of money are appropritaed. But those who are responsible for all these excellent things have developed a singular blind spot. They do not seem to see that the most appalling thing in the whole educational problem of the Negro is the deficiency of Negro education for the most important class of leaders the race has ever had or probably ever will have—the ministry of the Negro church. Nothing is done about it. It is very rarely even discussed.

"Most people will agree that it is only the deep-seated religion of the Negro that has enabled him to survive all he has had to come through. But if the education of the clergy continues to be neglected, the clergy will go down (it is going down now). Then the church will go down. Then the religion of the people will go down. Then the Lord only can help the Negro race.

"I can not account for this extraordinary blindness on the part of friends of Negro education, except by the fact that there are some things which are strangely hidden from the wise and prudent."

**Negro and Press**

Dr. R. B. Eleazar, publicity and educational directotr of the Commission on Interracial Cooperation, Atlanta, Ga. was the main speaker in the afternoon, at 5 in the museum. He carefully outlined the relation which the Negro sustains to the press of the country, and traced the changes in attitude of a number of influential newspapers. Among other things, he said:

"The newspapers of the South have been an important factor in the improvement of interracial conditions and attitudes that has taken place during the past 15 years. Not only do they guard their news columns against the sort of inflammatory publicity that has sometimes contributed to the incitement of lynchings and race riots, but their editorial leadership also has been consistently on the side of interracial justice, cooperation and the amicable adjustment of difficulties. In the fight against mob violence, which in 20 years has reduced the annual lynching toll by 80 per cent or more, the editors of the South must be given a large share of the credit. Meantime, there appears to have been also a gratifying improvement in the tone of Negro newspapers, which in the years immediately following the world war, was very pessimistic."

The program provided for a lecture and moving picture at 8 in the museum by Dr. Arthur D. Wright, president of the Southern Education foundation. His sbject was "British Guinia."

It is expected that the tour of Gloucester county farms, scheduled for yesterday but postponed on account of rain, will be made today.

---

# HIGHLIGHTS OF SEMINAR AT HAMPTON

### Conference On Education Of African Natives Comes To End

10-30-37

HAMPTON INST., Oct. 29—The lecture-seminar conference on the education of members of the Race and natives of Africa closed its six-days sessions at Hampton Institute on October 18.

Cooperating with Yale university and the University of North Carolina, by invitation of Dr. Charles T. Loram, of the Yale graduate school, Hampton's part was that of providing data on certain problems which vitally affect the life of members of the Race in the United States.

President Arthur Howe opened the discussions by his careful explanation of Hampton's idea of "education for life," as it has affected the whole problem of Race education in this country. Then in support of the thesis that "Hampton's greatest contribution in the past has been not primarily in the educational field but in the promotion of a better understanding between the races," he said:

"In her daily life she demonstrates how the two races can live and work side by side in mutual respect and helpfulness. Her campus affords a common meeting place where people of both races and of all sections may come together without embarrassment to discuss their common problems and in this way help the Negro to understand the white man and the white man the Negro; the north to understand the south and the south, the north."

**Passing of a Racial Tradition**

In a ringing and scholarly address, Dr. Charles E. Wesley, of Howard university, traced the history of the Race in Africa and elsewhere. From this historical thesis he moved to the conclusion that the racial tradition that the Race has made no contribution to human progress and is incapable of advancement like that of other races, is definitely passing. Dr. Wesley pressed this conclusion home with great power and effectiveness.

The subject of Indian education was treated by Dr. W. Carson Ryan Jr., of the Carnegie Foundation for the Advancement of Teaching. Among other things, he said:

"Hampton Institute and its ideas in education can be credited with some of the best developments in recent policies of Indian education. Hampton's insistence on realness in education; its determination to find the fundamental needs of people, especially of rural people in their community life; its successful efforts to build an economic life for human beings out of which they can further deepen their social and cultural resources—these are essential for any worthwhile education."

**John B. Pierce, special agent of the United States department of agriculture, gave to the conference the key to successful extension work.** Asked by Dr. Loram how he succeeded in getting so close to the people's private affairs, he said: "When the people in the country learn that you are interested in them, you have no trouble in going into the most intimate details of their lives." He added further that workers among the country people are contemptuous of the latter's religion, they are almost certain to fail.

**Religion of the Race**

The chaplain of Hampton Institute, the Rev. S. Arthur Devan, in discussing the religion of the Race expressed deepest concern for the future of the Race church, because so little is being done to provide a trained ministry.

"The newspapers of the south have been an important factor in the improvement of interracial conditions and attitudes that has taken place during the past 15 years." Thus spoke Dr. R. B. Eleazar, educational director of the Commission on Interracial Cooperation, of Atlanta.

Dr. Arthur D. Wright, president of the Southern Education Foundation, gave the visitors some views on conditions in British Guiana.

The tour of rural areas in and adjacent to Gloucester county, was, for the visitors, one of the most delightful parts of their visit. Stopping for a while at the well-equipped Huntington school in Newport News, the party went to Yorktown and to Gloucester county, where Thomas C. Walker, consultant and adviser on Race affairs under WPA in Virginia, has succeeded in having practically all members of the Race to own their own farms and homes

# Experts Will Sift Problems Of Minorities

Journal and Guide

## African Leaders To Confer With U. S. Authorities

10-16-37

Norfolk, Va.

HAMPTON, Va.—The seminar-conference on the education of the American Negro and the South African Native, convening at Hampton Institute on October 13, is the fourth conference on the education of minority peoples to be sponsored by the Carnegie Corporation and the General Education Board. With this conference, which is led by Yale University and the University of North Carolina, Hampton Institute is co-operating by invitation by Dr. Charles T. Loram, Sterling professor in the graduate school of Yale University.

The dominant aim of the associated philanthropic organizations is to offer to a selected group of men and women an opportunity to study and discuss, with the aid of nationally and internationally known experts, some of the political, social and economic problems which arise in areas where different races and cultures come into contact with one another; and the part which is or which might be played by education in helping to solve these problems.

### PREVIOUS CONFERENCES

The first of the conferences was held at Yale University in August and September, 1934. The guest list included white and colored officials from the British West Indies; a group of Indians and officials from the Office of Indian Affairs in this country; and experts in education in the United States, Hawaii, the British Empire, the Near East, the Far East, Mexico and Latin America.

The second conference was held in June 1936, at Salisbury, Southern Rhodesia. It had the same type of expert lecturers as at the first gathering in the United States. Special attention was paid to the work of Jeanes teachers, both in this country and in Africa.

In July 1936, the third conference assembled in Honolulu, Hawaii, and was conducted jointly by the University of Hawaii and Yale University. This was the most far-flung of the conferences, since representatives were present from Australia; New Zealand; British India; the Dutch East Indies; Malaysia; the Philippine Islands; Hongkong, China; Japan; Hawaii, Canada; the United States ;Mexico; Samoa; Fiji; New Guinea and the tiny Gilbert and Ellice Islands.

With such a background of international assemblies for study, the conference has begun its fourth session. This time they have come to the University of North Carolina, one of the m ost famous research centers on social questions in the United States. Hampton Institute, because of its past history and practical experience in work for and with two minority groups—the Negro and the Indian—will contribute its share of information to the general store.

The public may be assured in advance that while the conference poses neither as "profession friends" nor "world saviours," the approach to the probelms of race cultures and education of minority peoples will be thorough.

### NOTED EDUCATORS COMING

The list of educators coming to the conference suggests the breadth of interests to be represented in the visitation from African centers:

From the British Nayasaland Protectorate will come the superintendent of native education, L. A. C. Buchanan; and A. Travers Lacey (accompanied by Mrs. Lacey), director of education in the same area.

The Central Training School of Bortuguese East Africa will send the Rev. Julian S. Rea. Chief inspector of schools R. H. W. Wisdom (accompanied by Mrs. Wisdom) will come from Kenya, important outpost of the British Empire. The director of education in Uganda, H. Jowitt, will represent the official educational interests of that far-flung protectorate; while the Uganda department of agriculture will send as an additional observer E. G. Staples, who will be accompanied by his sister, Miss Staples.

Britain will send a representative from one of her largest colonies—Nigeria—and three from one of her wealthiest and most progressive colonies in West Africa—the Gold Coast. W. E. Holt, superintedent of education, will represent Nigeria. Dr. F. R. Irvine, formerly in service at Hampton Institute and now adviser in agriculture, Achimota College (accompanied by Mrs. Irvine); Miss Hilary Page, of the same school—one of the finest colleges in all Africa for natives; and T. D. Cranston (accompanied by Mrs. Cranston), assistant director of education, will represent the Gold Coast.

Portugese West Africa will have a missionary present in the person of T. L. Tucker, from Angola.

The Union of South Africa will be well represented. K. A. Hobart Houghton, inspector of schools, will come from the Cape Province; D. M. Malcolm (accompanied by Mrs. Malcolm and Miss Shelia Malcolm), chief inspector of education, and A. D. Lazarus, of the Sastri College, are to come from Natal.

The Dutch Reformed Church will have two official representatives present. From Pretoria will come the Rev. Johan Reyneke, secretary, Native Affairs Committee, Federal Council of the Dutch Reformed Churches of South Africa, and central secretary of the Board of Missions of the Dutch Reformed Churcr, Pretoria, Transvaal.

The Rev. J. G. Strydom, secretary to the Dutch Reformed Church—General Missions Committee—will be the official delegate from Bloomfontein, Orange Free State. Northern Rhodesia will send its superintendent of native affairs, G. H. Wilson.

Journal and Guide
10-16-37
Norfolk, Va.

### U. S. DELEGATES

The United States will be ably represented. With the exception of Alabama, Texas and Louisiana, the Southern States with the largest Negro population will all be represented: Georgia, 1,071,125 Negroes, sends its director and associate director of education, Robert L. Cousins and L. M. Lester, respectively. Mississippi 1,009,718 Negroes, will have present assistant state agent John A. Travis. The interests of North Carolina's 918,647 Negroes will be cared for by Director N. C. Newbold of the division of Negro education, and by his Assistant Director G. H. Ferguson. South Carolina, with 793,618 colored people, will send the state agent of Negro schools, J. B. Felton, and assistant state agent, W. A. Schiffley.

Virginia representation for its 650,165 colored people will be largely through a number of persons, including Dr. James Hardy Dillard, who will appear on the program of the sessions. The state agent for Negro schools, W. E. Turner, will be the observer for Tennessee's 477,646 colored people.

Yale University will be present in the person of one of the directors of the conference—Dr. Charles T. Loram. Prof. Ruth McMurry of the Institute of Interracial Education will be a delegate from Teachers College, Columbia University. Union Theological Seminary of New York City will send Dr. Charles H. Fahs, director of the Missionary Research Library.

The General Education Board will speak through its assistant director, Dr. Jackson Davis. The Carnegie Foundation for the Advancement of Teaching will be represented, for a part of the time at least, by Dr. W. Carson Ryan, Jr., who will be accompanied by Mrs. Ryan. In addition to its president, Dr. Anson Phelps Stokes, the Phelps-Stokes Fund will have on the grounds its educational director, Dr. Thomas Jesse Jones (accompanied by Mrs. Jones.) The Agricultural Missions Foundation of New York will send executive secretary John H. Reisner.

The government of the United States will be represented by Dr. Will W. Alexander, a co-director of the Farmers Home Corporation.

Education—1937

Conference on the Education of Members of the Race and Natives of Africa.

Discussion.

Afro-American 11/13/37

Charlotte N.C.

# HIGHLIGHTS OF LECTURE-SEMINAR CONFERENCE AT HAMPTON

Hampton Institute, October—The Lecture-Seminar Conference on the education of Negroes and natives of Africa closed its six-days sessions at Hampton Institute on October 18.

Cooperating with Yale University and the University of North Carolina, by invitation of Dr. Charles T. Loram, of the Yale Graduate School, Hampton's part was that of providing data on certain problems which vitally affect the life of Negroes in the United States.

President Arthur Howe opened the discussions by his careful explanation of Hampton's idea of "education for life," as it has affected the whole problem of Negro education in this country. Then in support of the thesis that "Hampton's greatest contribution in the past has been not primarily in the educational field but in the promotion of a better understanding between the races," he said:

"In her daily life she demonstrates how the two races can live and work side by side in mutual respect and helpfulness. Her campus affords a common meeting place where people of both races and of all sections may come together without embarrassment to discuss their common problems and in this way help the Negro to understand the white man and the white man the Negro; the North to understand the South and the South, the North."

### Passing of a Racial Tradition

In a ringing and scholarly address, Dr. Charles E. Wesley, of Howard University, held his audience as in a spell, while he traced the history of the Negro in Africa and elsewhere. From this historical thesis he moved to the conclusion that the racial tradition that the Negro has made no contribution to human progress and is incapable of advancement like that of other races, is definitely passing. Dr. Wesley pressed this conclusion home with great power and effectiveness.

### Indian Education

The subject of Indian education was treated by Dr. W. Carson Ryan, Jr., of the Carnegie Foundation for the Advancement of Teaching. Among other things, he said:

"Hampton Institute and its ideas in education can be credited with some of the best developments in recent policies of Indian education. Hampton's insistence on realness in education; its determination to find the fundamental needs of people, especially of rural people in their community life; its successful efforts to build an economic life for human beings out of which they can further deepen their social and cultural resources—these are essential for any worth-while education."

Mr. John B. Pierce, special agent of the United States Department of Agriculture, gave to the conference the key to successfuul extension work. Asked by Dr. Loram how he succeeded in getting so close to the people's private affairs, he said: "When the people in the country learn that you are interested in them, you have no trouble in going into the most intimate details of their lives." He added, further, that if workers among the country people are contemptuous of the latter's religion, they are almost certain to fail.

### Religion of the Negro

The chaplain of Hampton Institute, the Rev. S. Arthur Devan, in discussing the religion of the Negro, expressed deepest concern for the future of the Negro church, because so little is being done to provide a trained ministry. Commenting on the small amount which is given for this purpose by philanthropy, in contrast to princely sums expended on other projects, he said, in part:

"Those who are responsible for all these excellent things. do not seem to see that the most appalling thing in the whole educational problem of the Negro is the deficiency of Negro education for the most important class of leaders the race has ever had or probably ever will have—the ministry of the Negro church."

### Negro and the Press

"The newspapers of the South have been an important factor in the improvement of interracial conditions and attitudes that has taken place during the past 15 years." Thus spoke Dr. R. B. Eleazer, educational director of the Commission on Interracial Cooperation, of Atlanta, Georgia.

"Not only do they guard their news columns against the sort of publicity that has sometimes contributed to the incitement to lynchings and race riots, but their editorial leadership also has been consistently on the side of interracial justice, cooperation and the amicable adjustment of difficulties." Dr. Eleazer noted that the Negro newspapers are less pessimistic than formerly.

Dr. Arthur D. Wright, President of the Southern Education Foundation, gave the visitors some views of conditions in British Guiana.

### Rural Tour

The tour of rural areas in and adjacent to Gloucester County, was, for the visitors, one of the most delightful parts of their visit. Stopping for a while at the well-equipped Huntington School in Newport News, the party went to Yorktown and to Gloucester County, where Thomas C. Walker, consultant and adviser on Negro affairs under WPA in Virginia, has succeeded in having practically all Negroes to own their own farms and homes.

From his home and the school which he founded, the group went to the home of Dr. Robert R. Moton, where it heard him declare that out of the Jeanes Fund movement had grown the appointment of State agents for Negro schools in the South, "some of the finest men I have ever known."

Leaving this place, at which most of the State agents left the party, the group went to the York County Training School, had an oyster roast for its dinner and listened to the first Jeanes worker, Miss Virginia Randolph. They then returned to the campus, stopping first at Jamestown and Williamsburg.

Dr. W. A. Aery gave an address on "Some Problems of College Administration," which was especially interesting to the overseas officials in education.

### "The Mob Still Rides"

The party sat with tenseness that can not be put into words, while Dr. Arthur Raper, author of the "Tragedy of Lynching," discussed the topic, "The Mob Still Rides." There was no mincing of words. A Southern white man had the facts and he was giving them with all the detachment of an unemotional scientist.

"Lynchers go unpunished,' he said, "because punishment of their crime depends upon the same peace officers and court officials whose impotence they demonstrated when they lynched. The officers of the law have already shown their unwillingness or inability to administer justice; and lynchers, in most cases, are responsible only to the local courts."

The final program contribution in prepared addresses was by Hampton's director of extension, who treated the subject of "The Negro in Industry."

Mr. Cooper's contribution was, mainly, a showing of the plight of the Negro in securing employment. He presented two pictures—the losses in employment during 1920-1930 and the gains. These pictures showed that the Negro's economic status is precarious, as regards the holding of jobs.

Harrison-Black-Fletcher Bill.

Education-1937

Discussion-

Journal and Guide

2-27-37

Norfolk, Va.

## *Amend or Defeat This Bill*

THE Harrison-Black Bill, now pending in Congress proposes an appropriation of $300,000,000 from the federal treasury, for educational purposes, to be distributed to the several states on the basis of the number of persons 5-20 years of age inclusive, the states to use the money in any way they see fit, provided they spend as much state money on schools as they spent in 1936, and provided that they maintain a system of public schools available throughout such state for not less than 160 days.

The expenditure of the money, once it is turned over to the states, is left entirely to the discretion of the state authorities. All of the southern states maintain separate schools for white and colored, and the record shows that states discriminate severely against the colored in the distribution of funds.

The purport of the Act as written is to allow the states to continue this discrimination with federal money.

As education advanced, and as the South improved economically and socially this discrimination has increased rather than diminished.

Thirty-seven years ago the differential was 48 per cent. The states spent 48 per cent more on white schools than upon colored. Now the differential is 252 per cent.

Federal money already provided for Land Grant Colleges is utilized by the states in which these colleges are situated along the lines that state funds are utilized. According to the report of the State Superintendent of Public Instruction for 1932-33 Virginia Polytechnic Institute (the agricultural college for white young men) received from the Smith-Lever funds $182,503, while Virginia State College (the agricultural school for colored young men) received nothing. From the Hatch and Adams funds the former received $30,000, the latter nothing.

In all of the southern states the educational expenditure of public funds for white children per capita is $44.31; for colored children, $12.57 per capita. In Mississippi, the home of Senator Harrison, one of the patrons of the bill, the expenditure per capita for whites is $45.34 against $5.45 for colored.

Experience proves that if the federal government appropriates $300,000,000, or any amount of money for the aid of education in the states, the federal government will become a party to the highly immoral discrimination practiced against the minority race, unless safeguards are set up in the bill to prevent it.

* * * *

THE patrons of the bill in the Senate, Messrs. Harrison of Mississippi and Black of Alabama, have taken pains to so word the Act that discrimination will be legal, as for example, lines 15-19 inclusive, section 2 read:

> "(b) In any state in which two such colleges may have or may be established, the appropriation made in pursuance of this Act to each state shall be equally divided between such colleges, UNLESS THE LEGISLATURE OF SUCH STATE SHALL OTHERWISE DIRECT."

President J. B. Watson, of the Arkansas Agricultural, Mechanical and Normal College, suggested to his Congressman that the above language be amended to read as follows:

> "(b) In any state providing separate agricultural colleges for white and Negro students the appropriations must be provided in the same proportion as the two races in such state bear to each other numerically according to the last federal census."

Other individual educators, and organizations—educational, civic and social welfare—have joined in petitioning members of Congress and the Committee in charge of the bill especially, to so amend the bill as to make it applicable in its terms and benefits to all people.

* * * *

STRANGE to say, and sad to report, some of our men, including our Mr. Richardson, assistant supervisor of Negro education in Virginia, and our Mr. T. C. Walker, consultant on Negro affairs to the WPA, have gone to Washington and testified before the committee that the bill is acceptable and beneficent in its original language.

We are not surprised that Mr. Walker should have done so. But Mr. Richardson is younger and better informed. Nobody knows any more about the system of discrimination as practiced in Virginia than Mr. Richardson. He had to struggle with it in his teaching days before he was elevated to his present strategic post.

This young man has taken a great responsibility upon himself, to go to Washington and assume to speak for the best interest of the members of his race in Virginia, in the language he used. His office is not an elective one, and if it were, we dare say that he would never be sent up to represent his people again.

Mr. Richardson said in his testimony at the committee hearing, that to amend the bill would be "questioning the integrity of the local people." Then later on in his testimony he revealed the absence of integrity on the part of some when he testified as follows:

> "I feel if Congress were to earmark the bill it would bring about discord. I do not know that it would bring about discord so much as it would bring about this situation, and that is, that THE LOCAL PEOPLE WOULD WITHHOLD LOCAL APPROPRIATIONS IF YOU RAISE THE QUESTION, AND JUST GIVE US THAT WHICH THE FEDERAL GOVERNMENT IS APPROPRIATING."

So, deep down in his heart, Mr. Richardson felt that intimidation which must have prompted his strange testimony. He believed that if the Act was amended local authorities in Virginia might resent it and withhold altogether State funds violating specifically the letter and spirit of the law, except for the loophole put in there by the framers of the bill, as brought out in the language. "unless the legislature of such state otherwise direct." And he did more than anybody else to put the integrity of his Virginia white people in question.

We believe that he should have displayed some manhood and some real care for the 600,000 underprivileged and civilly disabled members of his race in Virginia by going along with the able and experienced President Gandy, and other equally earnest and sincere leaders of the race who feel, as 90 per cent of the thoughtful colored people of the State feel, that the Act should be amended so as to protect Negroes from further discrimination, or it ought to be defeated.

√

# West Va. Educators Say NAACP Charges Unfair

## Oppose Racial Safeguard in U.S. Education Bill for Fear of Defeat

Afro-American

3-13-37

CHARLESTON, W.Va. — That the NAACP is "grossly in error" in charging that West Virginia educators were coerced into endorsing the present form of the Harrison-Black-Fletcher Bill for federal education grants, is the contention of J. W. Wells, State supervisor of colored schools.

In a press statement issued this week, Mr. Wells takes the position almost identical with that of State Superintendent W. W. Trent, white, that amendments proposed by the association to insure equitable distribution of school funds in Southern States would doom the measure.

**"There is nothing in the bill itself that is discriminatory," he contends. "The NAACP must be careful enough not to over-require the State superintendent of West Virginia schools to solve the problems of California and Mississippi."**

Almost simultaneous with Mr. Wells's statement, the NAACP, from its New York headquarters, released copies of letters sent Superintendent Trent by Walter White, executive secretary, and Charles H. Houston, special counsel.

### Trent Answered

Trent, in a wire to the association, not only contended that the suggested amendments would make defeat of the bill certain, but insisted that sponsors of the revisions could hold themselves responsible for "continuing present inequalities in the South."

He said the present bill would compel all States in the South to maintain a term of eight months for colored schools.

Mr. White, in his reply, termed Trent's assertion regarding the probable fate of the measure "not altogether accurate."

**Even in the event of unfavorable Southern reaction, he said, it would be far better to defer its passage than to "put the stamp of federal approval upon the gross disparities which are a national scandal.**

He also denied that the bill in its present form would guarantee eight-month school terms, pointing to an opening which would permit a State to set up nine-month terms for white schools and five or six months for colored, so long as the average for the entire system is eight months.

### Opposition Not Unanimous

Mr. Houston challenged the assertion that the NAACP amendmends would impose federal control to antagonize the South, and said even such arguments as would be raised by some would not reflect the unanimous opinion of that section.

**Mr. Wells, in his statement, cited instances of several West Virginia school appointees who, without fear, declared themselves in favor of the proposed amendments to the education bill, as proof that no coercion was exercised by their white superiors.**

Among those he named were President John W. Davis of West Virginia State College and president H. A. Dickason of Bluefield.

In support of his stand in favor of the measure's present form, he cited his State's record of leadership in abolishing inequalities in dual school systems and continued:

### Satisfied in West Virginia

"We are sure that, in our own State, colored people would receive equal benefits under the law without discrimination.

"We feel, secondly, that colored citizens in other States, receiving more money through the Harrison-Black-Fletcher Bill rather than receiving no money should the bill be killed, would be better off than they would be through an amended bill which would not pass."

He quoted from a letter in which he expressed his attitude to U.S. Senators and Congressman from West Virginia in the following words:

**"I also state, without fear of contradiction, that our citizens feel that they will fare equitably with the bill passed as written. I strongly urge your support of the bill, amended or unamended.**

"It will not harm us either way, so far as these proposed amendmends are concerned."

### "Like Putting Bell on Cat"

In a letter to Mr. Houston he expressed the belief that, in actual practice, the ideal sought by the NAACP "cannot at this time be achieved, because it has the same practical virtue as 'putting a bell on the cat.'"

He cited a "defensive filibuster," Southern opposition and unwillingness of Northern legislators to "choose between the colored man and the South," since the racial issue has been injected, as results of any type of amendment.

The additional burdens, he said, "will tend to divide forces and give strength to the opposition which will, in my humble opinion very likely kill the bill."

---

# House Defeats Harrison-Black Education Bill

Afro-American

## 7 Organizations Opposed Measure in Present Form.

5-1-37

## FEARED ABUSES BY SOUTHERNERS

Baltimore, Md.

## Senate Action Is Due Next Week.

WASHINGTON.

**The Harrison-Black "billion dollar" Federal-aid-to education bill, vigorously opposed in its original form by the NAACP, was killed by the House committee on education, Tuesday, with the decisive vote of 12 to 5.**

Representative Palmisano (Dem., Md.) chairman of the committee, said that general objections to the measure, rather than the current economy move, figured in the committee's action.

### Senate Action Due

**The bill, which has been reported out of the Senate and may come up for consideration there next week, is sponsored by Senators Harrison (Dem., Miss.) and Black (Dem., Ala.) and Representative Fletcher (Dem., Ohio).**

**It would appropriate $100,000,000 for Federal aid to State schools during the first year and increase this appropriation $50,000,000 annually until a peak of $300,000,000 was reached. Thus in five years it would involve Federal appropriations totaling $1,000,000,000.**

Aside from the NAAGP, other national organizations which fear abuses in the South and waged a fight to have amendments attached to the bill providing that colored schools should receive a share equal to no less than the colored percentage of the total State population were:

National Association Teachers in Colored Schools, the National Bar Association, National Council of Colored Women, the American Federation of Teachers, the Elks, and the recent NYA Conference on Problems of the Negro and Negro Youth.

### Amend or Defeat

The National Education Association, composed of more than 200,000 educators, but with less than 1000 colored, contended that the bill could not pass with certain safeguarding amendments. Organizations interested emphasized that there was no assurance that the bill could not pass with the alterations. Amend or defeat, was the cry.

Even if there were such assurance, they contended, it would be better to lose Federal aid than to obtain it at the expense of further debauching the moral fibre of the nation, by having the Government legally approve the gross discriminations carried on by some of the States.

Afro-American 5-1-37

Baltimore

Education-1937

Discussion

Harrison-Black-Fletcher Bill.

# N.A.A.C.P. SCORES WEST VIRGINIA STATE SUPERINTENDENT FOR COERCION OF NEGRO EDUCATORS TO ENDORSE HARRISON-BLACK BILL

Press Service of the N.A.A.C.P.

2-26-37 New York, N.Y.

New York, Feb. 26.- The N.A.A.C.P. today sharply rebuked W. W. Trent, State Superintendent of Schools of West Virginia for trying to coerce his Negro subordinates into endorsing the Harrison-Black-Fletcher bill granting a hundred million dollars to the states for education without making any provisions to see that in the Southern states Negroes receive a decent share in the benefits. Superintendent Trent sent out telegrams to Negro educators, one of which came into the hands of the N.A.A.C.P., stating that "Some Negro opposition claiming South unfair to Negro may kill bill. Believing bill in present form will help cause of Negro education ev rywhere we urge you immediately to wire Senators Hugo Black and Pat Harrison giving your racial identity and position." The Harrison-Black bill would divide one hundred million dollars the first year among the states according to population in aid of education. The states are given absolute freedom as to how and where the money shall be spent. If so disposed they could spend every cent received on white children, without any check or interference. Walter White, Secretary of the National Association, wired Superintendent Trent that "We are shocked that in violation of your oath as public officer to uphold Constitution of United States, which includes the Fourteenth Amendment, you should use your official position to perpetuate and justify this oppression of American citizens and to coerce Negro educators into betraying their people."

The N.A.A.C.P. further pointed out that Superintendent Trent's proposition amounted to saying that the state should be permitted to count in Negro school children in order to swell its population when it came to extracting money from the Federal government and then be authorized to discriminate against these same Negro children when it came to spend the same money which the Negro children had helped it to obtain. For example, in Mississippi and South Carolina Negro children are approximately fifty per cent of the school population, and those states would receive half of their Federal allotments on the basis of their Negro children, but both Mississippi and South Carolina are guilty of shameless and scandalous discrimination against Negro education. The same applies to all the other Southern states in slightly smaller degree.

Superintendent Trent wired back to the N.A.A.C.P. that "the present bill would compel all states in the south to maintain a term of eight months for Negroes and that you will be responsible for continuing present inequalities in south should your efforts defeat present bill". The N.A.A.C.P. replied by requesting the Superintendent to read the bill so he might discover it did not compel the Southern states to maintain a term of eight months for Negroes but merely required the states to maintain a system of eight month schools, under which conceivably the Negro schools might be maintained for less time provided extra time was added to the white schools sufficient to make up an eight-months system. It states that passage of the Harrison-Black-Fletcher Bill without safeguarding amendments would put the stamp of Federal approval upon the gross disparities which are a national scandal, and asked Superintendent Trent if he was willing to accept his responsibility as a public educator for perpetuating and extending these inequalities and the further negation of the equal protection clause of the Fourteenth Amendment.

As expected, the New Orleans Convention of the National Education Association which met February 20-25 endorsed the Harrison-Black-Fletcher Bill in its present form without any safeguards against discrimination. Walter White, who is a consultant of the Educational Policies Commission, and Edwin R. Embree of the Rosenwald Fund had refused to attend the Convention because Negro delegates were discriminated against. The N.A.A.C.P. wired a strong protest to the Convention against the Bill in its present form without safeguards.

The National Coordinated Committee was formed in Washington,

Education-1937

Harrison-Black-Fletcher Bill.

Discussion

# N.A.A.C.P. SCORES WEST VIRGINIA STATE SUPERINTENDENT FOR COERCION OF NEGRO EDUCATORS TO ENDORSE HARRISON-BLACK BILL

Press Service of the N.A.A.C.P.

2-26-37 Newyork NY

New York, Feb. 26.- The N.A.A.C.P. today sharply rebuked W. W. Trent, State Superintendent of Schools of West Virginia for trying to coerce his Negro subordinates into endorsing the Harrison-Black-Fletcher bill granting a hundred million dollars to the states for education without making any provisions to see that in the Southern states Negroes receive a decent share in the benefits. Superintendent Trent sent out telegrams to Negro educators, one of which came into the hands of the N.A.A.C.P., stating that "Some Negro opposition claiming South unfair to Negro may kill bill. Believing bill in present form will help cause of Negro education everywhere we urge you immediately to wire Senators Hugo Black and Pat Harrison giving your racial identity and position." The Harrison-Black bill would divide one hundred million dollars the first year among the states according to population in aid of education. The states are given absolute freedom as to how and where the money shall be spent. If so disposed they could spend every cent received on white children, without any check or interference. Walter White, Secretary of the National Association, wired Superintendent Trent that "We are shocked that in violation of your oath as public officer to uphold Constitution of United States, which includes the Fourteenth Amendment, you should use your official position to perpetuate and justify this oppression of American citizens and to coerce Negro educators into betraying their people."

The N.A.A.C.P. further pointed out that Superintendent Trent's proposition amounted to saying that the state should be permitted to count in Negro school children in order to swell its population when it came to extracting money from the Federal government and then be authorized to discriminate against these same Negro children when it came to spend the same money which the Negro children had helped it to obtain. For example, in Mississippi and South Carolina Negro children are approximately fifty per cent of the school population, and those states would receive half of their Federal allotments on the basis of their Negro children, but both Mississippi and South Carolina are guilty of shameless and scandalous discrimination against Negro education. The same applies to all the other Southern states in slightly smaller degree.

Superintendent Trent wired back to the N.A.A.C.P. that "the present bill would compel all states in the south to maintain a term of eight months for Negroes and that you will be responsible for continuing present inequalities in south should your efforts defeat present bill". The N.A.A.C.P. replied by requesting the Superintendent to read the bill so he might discover it did not compel the Southern states to maintain a term of eight months for Negroes but merely required the states to maintain a system of eight month schools, under which conceivably the Negro schools might be maintained for less time provided extra time was added to the white schools sufficient to make up an eight-months system. It states that passage of the Harrison-Black-Fletcher Bill without safeguarding amendments would put the stamp of Federal approval upon the gross disparities which are a national scandal, and asked Superintendent Trent if he was willing to accept his responsibility as a public educator for perpetuating and extending these inequalities and the further negation of the equal protection clause of the Fourteenth Amendment.

As expected, the New Orleans Convention of the National Education Association which met February 20-25 endorsed the Harrison-Black-Fletcher Bill in its present form without any safeguards against discrimination. Walter White, who is a consultant of the Educational Policies Commission, and Edwin R. Embree of the Rosenwald Fund had refused to attend the Convention because Negro delegates were discriminated against. The N.A.A.C.P. wired a strong protest to the Convention against the Bill in its present form without safeguards.

The National Coordinated Committee was formed in Washington,

D. C., this week of twenty-five national organizations to combine their efforts to get amendments against racial discrimination written into the Bill. In conjunction with the National Coordinated Committee the N.A.A.C.P. is preparing a pamphlet on the Bill exposing the existing discriminations against Negroes in the distribution of Federal funds now given to the states for aid of education, and stressing the necessity of having safeguarding amendments written into the Bill. A nation-wide appeal will be made to arouse the conscience of the country against Federal money being used to increase and perpetuate the discriminations against the Negro which threaten under the Harrison-Black Bill in its present form and to give Federal sanction to the gross injustices of Southern states.

The N.A.A.C.P. again urged telegrams and letters to Senators and Congressmen requesting them to insist that safeguards be written into the bill guaranteeing equal treatment and nondiscrimination.

---

# Protection Of Race Schools In South Aim

Journal and Guide

3-27-37

## Amendment Backers Studying Revised Senate Measure

Norfolk Va

**WASHINGTON, D. C.—The Harrison-Black bill (S 419), providing 100 to 300 million dollars annually of federal funds to go to the states to assist with education, was reported out favorably Friday, March 19, by the Senate committee on labor and education with certain amendments.**

The amendments were included to provide a measure of protection for the Negro schools in the states having separate schools by law.

It was stated unofficially by one colored lobbyist working for the amendments that the bill now has about 50 percent of the protection which the National Coordinating Committee wished to have included in the Harrison-Black measure.

The Coordinating Committee, composed of twenty-six organizations, is to make a study of the amended bill before issuing a formal statement upon it.

The board of strategy of the Coordinating Committee will meet soon to determine what moves, if any, should now be made in behalf of this legislation.

Before the bill was favorably reported out of committee with what amendments were made, several confernces between the Coordinating Committee and National Educational Association officials and their congressional sponsors—Senator Black and Representative Fletcher—indicated that amendment advocates had brought sufficient pressure to bear to cause consideration of amendments.

Journal and Guide

Assurance was finally given that the amendments proposed would not be fought in the Senate committee, if they were couched in phraseology excluding specific reference to the Negro, or race in general.

3-27-37

Such language or phraseology the NEA and the legislators claimed, would defeat the bill. As a result the bill was amended after a two-day session, during which several senators with whom the Coordinating Committee leaders talked, kept their promises to support the amendments in committee, it was stated.

Norfolk Va

With the amendments made, the Senate committee urged the adoption of the bill.

The question before the National Coordinating Committee for Equitable Distribution of Federal Aid to Education is: Whether the bill as amended provides at least the minimum safeguards the race can afford to accept?

In the amended bill provision is made, among other things, for "a just and equitable distribution and expenditure of said funds among the several public schools of that state or territory"; for a method to determine such distribution, and authorization for the U. S. Commissioner of Education to refuse to certify further apportionment to offending states; for the compilation of reports on expenditures, presumably by race, to determine if proper distribution has been made; for a minimum school term of 160 days for all states benefiting; and for preventing decreases in local or state money spent where federal aid is provided, this also presumably referring to separate schools.

Other changes, improving the bill were made. However, the concluding section, still specifically leaves to the states and territories "the supervision, management control, and choice of educational means, processes, and programs . . ."

The amended bill did not raise the amounts to $200,000,000 at the start and to $500,000,000 in the fourth year, as urged.

Otherwise it was more or less amended as proposed by the advocates of amendements, seven in number.

However, the provision to increase the amounts to states yearly in proportion to actual enrollment and attendance was not included in the revisions as reported out of committee.

---

# EDUCATION BILL OKAY

Age

## Amended Bill Approved By N. A. A. C. P. Officials At Public Hearing

4-10-37

New York N.Y.

WASHINGTON, D. C.—Hearings which began March 30 before the House Committee on Education on the amended Harrison-Black-Fletcher bill were continued with several witnesses, including Dr. W. E. B. DuBois, testifying as to educational discrimination in the St [illegible] Georgia, to be heard.

The amended Harrison-Black-Fletcher bill provides an initial grant of $100,000.00 to be apportioned to the states for improvement of public education. The amount is finally increased to $300,000,000 a year. The original bill distributed the money among the states according to population, but left it entirely to the states as to how the money should be spent among the several schools.

The amended bill provides that the state legislatures shall make a "just and equitable distribution" between population groups, and gives the United States Commissioner of Education power to withhold the state's aportionment if the state education authorities do not carry out the "just and equitable" legislative plan, do not provide a term of 160 school days for every school, and do not spend as much state money for education of each group as was spent by the state in 1936.

The National Educational Association was the sponsor of the original bill. The bill was opposed by the National Association for the Advancement of Colored People because it contained no safeguards for Negro rights in states having separate school systems. A National Co-ordinating Committee of twenty-seven national associations was formed under the leadership of Dr. Charles H. Thompson of Howard University, a member of the Board of Directors of the N. A. A. C. P., to fight for amendments to the bill.

While the amended bill is not perfect, the National Co-ordinating Committee decided to accept it as a first step since it did provide for a just and equitable distribution of funds.

Dr. Thompson and Charles Houston, special counsel for the N. A. A. C. P. in charge of its educational program, testified before the House Education Committee in its support.

Education-1937

Discussion

Harrison-Black-Fletcher Bill.

# Southerners Active in Educational Aid Bill

Afro-American

2-27-37 Baltimore, Md.

WASHINGTON

Although thirteen members are listed on the roster of the Senate Committee on Labor and Education, few outside the Southern bloc participated in the committee's hearings, last week, on the Harrison-Black-Fletcher Education Bill, which provides for Federal appropriation of $100,000,000 the first year, increasing to $300,000,000 annually after the fourth year, for the aid of education in the States or territories.

Members of the committee are:

Senators Hugo L. Black (Dem., Ala.), chairman; Royal S. Copeland (Dem., New York); Claude Pepper (Dem., Ala.); Allen J. Ellender (Dem., La.); Josh Lee (Dem., Okla.); Rush D. Holt (Dem., W.Va.); David I. Walsh (Dem., Mass.); Elbert D. Thomas Dem., Utah); James E. Murray (Dem., Mont.); Vic Donabey (Dem., Ohio); William E. Borah (Rep., Idaho); Robert M. LaFollette, Jr. (Prog., Wisc.); and James J. Davis (Rep., Pa.).

---

# The Harrison-Fletcher Bill Must Be Amended

With representatives of seven national organizations insisting that amendments safeguarding the interests of millions of school children enmeshed in a separate system be added to the proposed Harrison-Fletcher Bill calling for Federal aid to the nation's schools, the testimony in behalf of the unamended measure given by two Virginians who appeared before the Senate Committee, last week, in itself emphasizes how emasculate a jim crow system of education can become.

Afro-American 2-27-37

The two witnesses, T. C. Walker, adviser and consultant on Negro affairs of the Virginia Emergency Relief Administration, and A. G. Richardson, assistant supervisor of education, Virginia State Department of Education, were in agreement in saying that the bill, without safeguards for the 3,000,000 children now in separate schools, would be a "decided improvement" for the people of Virginia.

Baltimore, Md.

In view of the fact that the bill, if passed, will make available millions of dollars of Federal aid, and in view of the fact that the State of Virginia, like practically all of its Southern counterparts, already practices gross inequality in the appropriation of Federal and State funds for colored and white schools, the testimony of the two witnesses sounds more like that of a character from "Uncle Tom's Cabin" than it does like that of men entrusted with the responsibilities of educational leadership.

2-27-37

The fact that one of the witnesses is old enough for the Supreme Court and that the other has not been in his present position sufficiently long to know all of the answers may or may not have a bearing on the type of testimony offered.

Such reactionary attitudes make the student of education wonder whether Hampton Institute, Virginia State College and Virginia Union University have been laboring in vain all these years, or whether all of their more enlightened products have migrated to other States.

If, as one of the witnesses is quoted as saying, insistence upon safeguards is "drastic" and "raising the red flag," it is evident that the burdens of leadership have been placed upon the wrong shoulders. Grant it that Virginia is fair in its division of educational moneys (although such is not the case), what about the other States where such inequalities are not denied? Experience has taught the bitter lesson that leaving such important matters up to the other fellow is a risky and costly procedure.

Such progress as has been made along this line has come as the result of the insistence of a few fearless individuals upon fair play, not upon capitulation to any higher authority, even where jobs have been at stake. Any future progress depends upon a continuation of this technique.

The fact that such organizations as the American Federation of Teachers, the National Association of Teachers in Colored Schools, the N.A.A.C.P., the National Bar Association, the Elks, and the National Council of Colored Women, insist that the bill be amended or else defeated in its present form is no mere coincidence. Their study of the measure has been far more than superficial.

This is no time for timidity or expediency. It would be far better to lose Federal aid than to obtain it at a sacrifice of the interests of our millions of children.

Send letters to the Senate Committee on Education and Labor and to the Chairman of the House Committee on Education (before which hearings are yet to be held) urging amendments to the bill. IT MUST NOT BE PASSED IN ITS PRESENT FORM.

---

# 2 Virginians Oppose School Bill Changes

## Walker's Testimony

Excerpts from the testimony of T. C. Walker, advisor and consultant, Virginia Emergency Relief Administration, before the Senate committee on education and labor, February 11, relative to the Harrison-Black Bill (S. 419).

Afro-American 2/27/37

Mr. Walker: . . . and this bill, it appears to me, is a Godsend to the school system of Virginia and to the school systems of the whole country so far as the colored people are concerned, provided the fund is administered in the way the Government expects it to be administered.

Baltimore, Md.

Of course you are going to find discriminations and that sort of thing, and they have always existed, but there is no need of advertising them.

Mr. Ellender: You are heartily in favor of the bill as written?

## He Favors Bill

Mr. Walker: I am heartily in favor of the bill and would suggest perhaps a little amendment; this is purely for the reason that it would be possible to get a little more equitable division of funds among the races. In other words, I would suggest if the bill can, without danger, provide that the appropriation sent to the different States should be applied proportionately to the races as their needs show, in other words, per capita, that would be a good thing . . . .

We think if you are going to have a Federal fund, we think the bill, if it can without danger to it, ought to equalize the fund among the races in the proportion to the size of their school population.

Mr. Ellender: But you feel if this bill passes as it has been drafted that it will be a decided improvement for the colored people of Virginia, and, in fact, for the colored people throughout the nation?

Mr. Walker: There is no question about that.

* * *

## Richardson's Testimony

Excerpts from the testimony of A. G. Richardson, assistant supervisor of education, Virginia State Department of education, before the Senate committee on education and labor, February 11, relative to the Harrison-Black Bill (S. 419).

Mr. Richardson: Gentlemen, we in Virginia are very happy to know that such a bill as is under consideration now is being considered. We have in Virginia a new type of leadership, both white and colored. The white leadership today, we feel, is fairer, possibly, than it was a few years ago. Virginia has a definite program and that program is based on the fact that when public sentiment favors a situation it is seldom that we cannot realize that situation. We have a program on in Virginia of molding public sentiment so that all children will have an equal educational opportunity.

Now this bill under consideration is in keeping with that program. We should like very much to see this bill passed. We feel that to earmark the bill in its present stage of development may defeat the bill's purpose, that is to earmark the funds. Should we earmark the funds and designate that so much be spent on colored education, we feel that is challenging the honesty and integrity of the white people in Virginia; that is, that they will feel that way about it, and we understand very clearly how those in authority in local communities should just cut off all local appropriations and still remain within the letter of the law and we would not be much better off than we would be otherwise. We hope that this bill will pass. . . .

In our opinion, all changes that come about of this nature, if they are gradual changes they are of more permanent value and they are more permanent; but if a change is thrust on a particular community or a particular section or a particular State, I feel that change will not have the permanency of a change that is gradual. . . .

The chairman: Do you have compulsory education in Virginia?

Mr. Richardson: It is not enforced.

The chairman: Is it possible to enforce it fully?

Mr. Richardson: It is, and we are trying to get it enforced by creating a sentiment in favor of it in local communities.

The chairman: Do you find in many communities the sentiment of both races is against prosecuting anybody for violating that law?

## Burden on Officials

Mr. Richardson: In some counties that is true, but we feel the burden of proof lies on the school officials and the school. School officials must educate the people to the fact that they are doing an injustice to society if they do not get these children in school. It is very difficult to enforce a law like that when public sentiment is opposed to it, and, therefore, we are trying to educate public sentiment in favor of it; it is the longer way, but we believe it is more permanent.

The Chairman: Do you believe that there is an honest effort being made to work this matter out with a viewpoint of doing the best good for both races and all the people who live in the section?

Mr. Richardson: I do, gentlemen, in Virginia.

The chairman: Do you believe the best way to do this is by drastic charges and counter charges, or by seeking to work it out by those who want to accomplish the purpose?

Mr. Richardson: I believe that the future success of the colored man lies in his intelligent co-operation with the most intelligent leaders of the white group, and that by resorting to any drastic action, we are simply raising red flags that give the other group an opportunity to strike back and possibly to wound more seriously.

The chairman: You are familiar with the history of the efforts to accomplish a complete change over night in the habits and customs of people?

Mr. Richardson: I am. We speak of it sometimes as the period of reconstruction. I feel that was a grave mistake that was made at that time. The marvel is not that the colored people failed—some of them were not responsible for the situation, and there were contriving white people, too; but the marvel is not that they failed, but that they succeeded at all.

The chairman: Would it be wise or unwise in your judgment—I want your fair and honest opinion—for the Committee of the Congress to pass a law which attempted to direct the expenditure of funds which the Federal Government appropriates and which attempted in any way to enter into the partial control of the State in the school systems?

## Would Query White Integrity

Mr. Richardson: In my judgment, gentlemen, I believe you would be questioning the integrity of the local people to do that, and I believe it would defeat its purpose in a number of instances. I believe the better way would be to leave much of it—and I am speaking in terms of Virginia only, I cannot speak in terms of the deeper South—

The chairman: You do not live there and do not know?

Mr. Richardson: That is correct. I believe it would be better in Virginia to leave it to Virginia to distribute the fund.

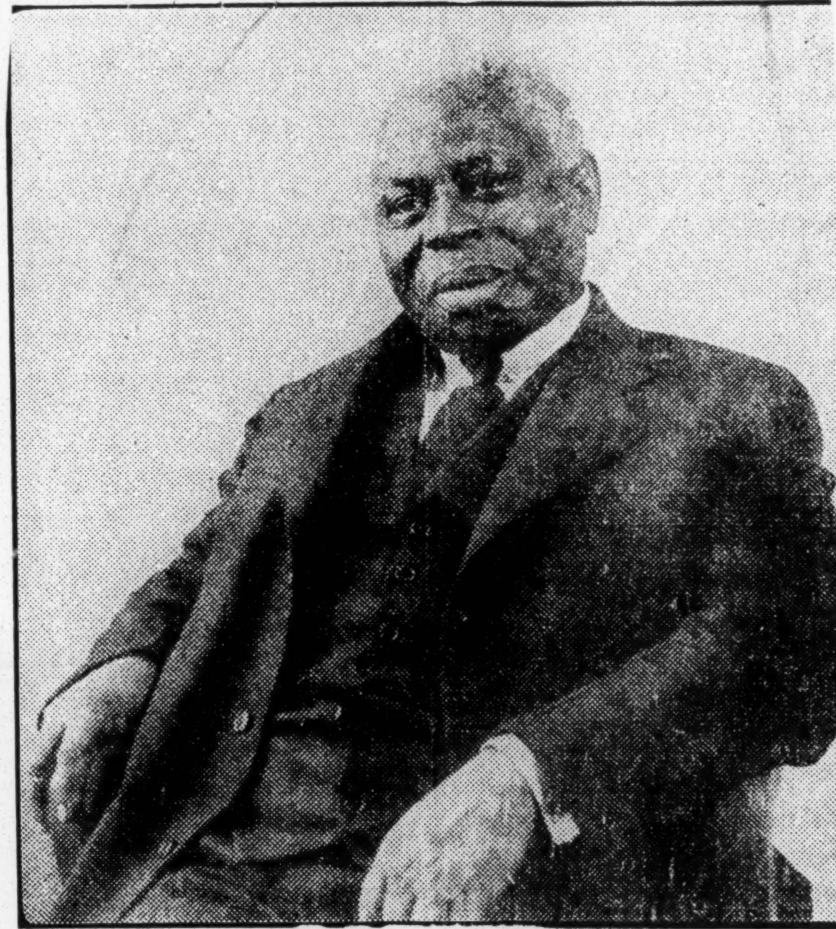
Senator Davis: You do not want the grant to interfere with the educational system of Virginia; you want to let your State authorities have full control?

Mr. Richardson: We do not want the government to interfere insofar as they will make this appropriation available.

Senator Davis: I mean outside of the appropriation of money you do not want them to interfere in the management?

Mr. Richardson: In the management I feel that the grant could

# "White Folks Will Treat Us All Right"



T. C. WALKER

of Virginia, who told Senate Committee that Harrison-Black Education Bill didn't need to have funds earmarked for colored schools.

Afro-American 2-27-37
Baltimore, Md.

---

Washington, D. C. Post
March 21, 1937

# 27 Groups Plan Safeguard for Colored Pupils

## Equitable Share of U. S. Aid to Education Is Sought.

In a Nation-wide drive to amend the Harrison-Black-Fletcher bill for Federal aid to education, to safeguard interests of the colored population, 27 organizations through a co-ordinating committee at the Nation's Capital began a pamphlet campaign this week to reach 20,000 constituent agencies throughout the country.

Equitable distribution of the proposed $100,000,000 appropriation in Federal aid to education is the goal of the committee. This sum, which is to be increased $50,000,000 annually for a period of years, is to be divided among the various States and territories on the basis of their population from 5 to 20 years of age. These States and territories themselves must spend no less than they spent for education in 1936 and must guarantee operation of a "system of schools" for at least 160 days each year.

Funds are to be spent, according to the bill, in the same manner as now spent. If this be done, the committee has pointed out, the colored population of 11 Southern States will receive less than 40 per cent of their fair share of the Federal fund. They will have small redress, as 90 per cent of the colored population attend separate schools and 80 per cent are disfranchised.

### Discrimination Shown.

There are, at present, 252 per cent more State funds spent on white children in these States than on colored children. In Oklahoma the percentage of excess is 28.5, while in Mississippi it is 731.9. Some counties, in the latter State, spend 1,500 per cent more on the white child than on the colored child.

In these States, colored pupils in 230 counties, where there are 158,939 of high school age, have no high school facilities, the same being provided for white students alone. There was spent in 1932 in Alabama, Florida, Georgia, North Carolina and South Carolina the total of $5,055,846 to carry white pupils by bus to and from school, while but $1,677,144 was spent on all colored high schools for all purposes, including teachers' salaries, equipment, operation and maintenance of plant.

Discrimination in distribution of State education funds has increased rapidly since the beginning of the century. There was a difference of 48 per cent, based on school population, between that received by white and colored schools in 1900, and a difference of 252 per cent in 1930. This difference in North Carolina, at the earlier date, was 35 per cent, and at the later date 155 per cent. In South Carolina it was 214 per cent in 1900 and 666 per cent in 1930.

### Without Ballot.

Without the ballot, the colored population has been unable to correct these discrepancies in distribution of State funds, but have secured provision for equitable distribution of funds under the Morrill act of 1890, the Bankhead-Jones act of 1935, and the National Youth Administration. The Harrison-Black-Fletcher bill, according to the co-ordinating committee, is designed to permit expenditure of Federal funds by States in the same manner and proportion as State funds have been spent.

Legislation has been proposed by the committee for withholding of Federal funds from States that fail to make equitable distribution between the races. It will seek to require a report be made to the United States Commissioner of Education showing disbursement of State and Federal educational funds by race, and to have the requirement for operation of a "system of schools" for 160 days annually changed to include "every school."

### Many Sponsor Amendments.

The national bodies sponsoring proposed amendments to the bill include the Alpha Kappa Alpha Sorority, the Alphi Phi Alpha Fraternity, the American Federation of Teachers, the American Federation of Government Employes, Posts 26 and 5 of the American Legion, the Delta Sigma Theta Sorority, the Federal Council of Churches of Christ in America, the colored Elks, the Interracial Committee of the District of Columbia, the Kappa Alpha Psi Fraternity, the National Association for Advancement of Colored People, the National Association of Teachers in Colored Schools, the National Association of College Women, the National Bar Association, the National Council of Colored Women, the National Negro Congress, the Omega Psi Phi Fraternity, the Southern Negro Youth Congress, the Women's International League, the Women's Mite Missionary Society, the Zeta Phi Beta Sorority, the Phi Beta Sigma Fraternity, the Phi Delta Kappa Sorority, the National Dental Association, the Chi Eta Phi Sorority, the Iota Phi Lambda Sorority, and the National Baptist Young People's Union.

Education—1937

International Congress of Negro Education.

Discussion.

Durham, N. C., Morning Herald
September 19, 1937

# HONOR PIONEERS IN EDUCATING NEGROES

## Dinner Given Agents Attending International Conference At Chapel Hill

Chapel Hill, Sept. 18.—(Special) —The state agents of Negro schools attending the international conference on Negro education being held here this month gave a testimonial dinner at the Carolina inn last night in honor of Jackson Davis, Leo M. Favrot, and S. L. Smith, three men who have been pioneers in the development of Negro education in the south.

A Phi Beta Kappa graduate of William and Mary college, Mr. Davis was state agent of Negro schools in Virginia from 1910 to 1915 when he was appointed field agent of the general education board, of which he has been an associate director in charge of Negro education in the south since 1932.

Mr. Favrot is a native of Louisiana, was educated at Tulane, was state agent for Negro schools in Louisiana and Arkansas, and has been general field agent of the general education board since 1928. He was a member of former President Hoover's commission on the study of education in Haiti.

A native of Tennessee and a graduate of Southwestern and Peabody, Mr. Smith, after serving as state agent for Tennessee, has been director of the southern office of the Julius Rosenwald fund for the last 18 years.

High tributes to the work of these three men were paid in brief talks by Dr. R. A. Mann, former provost of Cornell university, now vice-president of the general education board; Dr. R. L. Flowers, vice-president of Duke university; President Frank P. Graham and Dr. Howard W. Odum of the University of North Carolina; Dr. Charles T. Loram, chairman of the department of race relations of the Yale graduate school; K. A. Houghton, inspector of schools of the Union of South Africa, and A. C. Lewis, state agent for Negro education in Louisiana, Fred McCuiston, representing the Southern Association of Colleges and Secondary Schools, and Dr. Clyde A. Erwin, state superintendent of public instruction. A message was read from Dr. Thomas Jesse Jones, director of the Phelps-Stokes fund. Dr. N. C. Newbold, director of Negro education in North Carolina, was toastmaster and introduced the speakers.

Dr. Erwin praised the attitude and liberality of the general education board, which, he said, had made it possible for the three men to play such a large part in the development of Negro education in the south.

Dr. Graham said the state agents had laid the basic foundation for an even larger task that lies ahead.

Praising the contributions made by the foundations toward the development of Negro education, Dr. Flowers said experience had proved that "the white man is the best friend the colored man has."

Education-1937
Discussion.

Modern Educational and Religious Bureau, Inc.
6

Charleston, S. C. News & Courier
January 31, 1937

# NEGRO LEADER IN CITY

## J. D. Battle Here on Annual 'Good Will' Tour

J. D. Battle, national chaplain of the Modern Educational and Religious Bureau, Inc., of Washington, an organization for the uplift of negroes, is in Charleston preparing for a series of meetings as part of his annual good will tour of South Carolina. Last year he spoke in Morris Brown, Central Baptist and other local negro churches.

Organized in 1912, the bureau teaches that the negro's place is in the South, and that the Southern white man in his friend.

---

Greenville, S. C. News
March 4, 1937

# RELIGIOUS GROUP PLANS ACTIVITIES

## Negro Organization, Teaching Loyalty To Whites, Maps Program Here

Purpose and principles of the Modern Educational and Religious bureau (negro organization) will be discussed by Prof. T. M. Bizzell Sunday in a Greenville colored church, the exact place to be announced later.

Literature being disseminated in the interest of the organization indicates the object to be "practical and applied education of colored America." Archbishop Joseph J. Higgs, D. D., Church of Christ, Episcopal, was announced as founder of the movement.

Principles taught by the bureau were outlined as follows:

That the South is the natural home of the negro.

That the southern white man is the negro's friend.

That we need to know and to understand and to appreciate this fact and any man or woman or foreigner who would teach otherwise is an enemy to the negro's welfare and progress.

Understanding creates friendship and good feeling—the white man understands the negro from the fact that he has spent 265 years with the white man in the South and this period has undoubtedly created instinctive friendship. It would be cruel to teach otherwise.

It is very fitting therefore for the negro to remember and to understand that it took the white man $,000 years to arrive at his present standing in the world.

He brought the negro 265 years ago from a savage and heathen state to his present standing in the world.

Our stay with him has resulted in education, refinement, prosperous and desirable citizenship.

It is said that we have outstripped any dark race in the world in so short a time.

We owe this to the American white man.

Let us be patient and not hasty, lay down undue suspicion and become self-controlling, respect everybody and practice to the greatest degree politeness and gratefulness to every man and God and angels will bless us.

Communism is dangerous and destructive to American principles and citizenship.

Communism is against Christian religion.

---

West Palm Beach, Fla. Post
December 24, 1937

# NEGRO RELIGIOUS WORKER HERE IN BUREAU'S INTEREST

Bishop Joseph J. Higgs, D. D. one of the leading negro clergymen of America, is in West Palm Beach in the interest of the Modern Educational and Religious Bureau, of Washington, which he founded a good many years ago.

This bureau was organized to promote educational and cultural advancement of the negro of America and to encourage particularly wide inter-racial cooperation. The first principal laid down in the foundation prospectus is that the South is the natural home of the negro and that the Southern white man is the negro's best friend. A "common understanding between the races" is the primary objective of the bureau, says Bishop Higgs.

Education - 1937
Discussion.

Rural Life School.

# Rural Life School To Open January 9, In Bricks. N. C.

Journal Guide
12-26-37
Norfolk, Va.

BRICKS, N. C. — The Bricks Rural Life School will open its doors on January 3, and will remain open for registration until February 11. The director, Neill A. McLean, announces that the school is entirely different from other schools, in that it will offer no subjects in formal education.

The curriculum of the school will be devoted entirely to problems of rural people. Instead of courses in languages, mathematics and history, courses in better farming, better homemaking, marketing and consumer buying will be offered. According to Mr. McLean, the school will strive to offer instruction that will lead to a more abundant life on the farm. The courses will be so arranged that farmers will be able to attend classes in their leisure time. It is hoped that the courses will be of such interest that persons attending the school will be able to use the methods taught while they are learning.

The Bricks Adult Education and Rural Life School is sponsored by the American Missionary Association. For further information, write to Neill A. McLean, director, Bricks School, Bricks, N. C.

HAMPTON ALUMNI MEET

The Costal Plains Club of the Hampton Alumni Association had a very interesting and enthusiastic meeting at the home of Mr. and Mrs. Neill A. McLean. Members were present from Nashville, Rocky Mount, Snow Hill, and Bricks. The next meeting of the association will be held at the home of P. A. Richardson, with R. E. Fitzgerald as host, in Nashville, Jan. 9. All Hamptonians within a radius of fifty miles are urged to be present.

and they meet every Wednesday night at the church for rehearsal.

A large boy scout troop has been organized under the leadership of Charles James and they hold their meetings in the church. Miss Louise Cherry has organized a junior choir which renders the music for the Sunday School, and the senior choir of thirty-five voices is under the direction of J. L. Cook.

Rev. Mr. Foster is urging that all people use the St. John A. M. E. Zion Church as their community center. He has tried to make the church as attractive as possible and the church has made much progress under his leadership.

Alabama

Education- 1937
High Schools.
6

Birmingham, Ala. News
October 6, 1937

# 16 Years Work For A High School Degree Too Long, Negroes Believe

Education is something worth working for — even if it takes 16 years to receive a high school degree.

That's the way a group of Birmingham Negroes feel about this business of getting educated and they think it's worth the six hours a week they spend in night school at Industrial High and the hours of home study necessary after their daily work.

It was back in 1934 this group of Negroes called on Dr. Frazier Banks, assistant superintendent of night schools, and presented their story. They had been attending night school for several years and were completing the eight grades of grammar school, but their educational opportunities ended there. Two high school subjects were then offered in Negro night school classes. What they wanted was high school work in night school classes, and they wanted it badly enough to be willing to pay small fees.

Because they were so much in earnest and pleaded the need for higher education among Negroes the Board of Education arranged to have high school classes for the Negroes on the same basis as classes for white students are conducted.

It was a satisfactory arrangement. Students came eagerly, paying a registration fee of $1 and a tuition fee of $1.25 for each 10-week semester.

Now three years since that small group of Negroes first asked for higher education, they are in the limelight once more. Yesterday a spokesman came to Dr. Banks and expressed a desire to thank the Board of Education for the opportunities granted the Negroes, "but," he added, "we figured up it would take us 16 years to finish high school and that's a pretty long time for a feller up in years."

"We want you educated folks to figure out a way for us to take more than two subjects at a time, or have longer classes, or anything you say in order to learn more and learn it more quickly." But to show his appreciation for everything even as it was, he continued, "We're satisfied and if you can't change it, we'll keep right on going to school anyway."

Dr. Banks assured the spokesman that he would see what might be done, although it would be difficult to make any changes.

Sixty hours of work are required on each high school credited subject and even if classes could be conducted on Tuesday and Thursday as well as the other three nights of the week only 40 additional hours could be granted. Dr. Banks and other school officials, however, are very interested and are trying to work out some plan.

So it is with hope in their hearts that a group of adult Negro students await the opening of night schools in the city Monday night, Oct. 11.

For on that night, cooks and domestics, pipe fitters and mechanics, beauticians and truck drivers will all go to school together. They will learn more about the proper usage of English and the capitals of great nations. They will learn how to make a cabinet or lay a pipe or make a dress.

Forgotten will be the toil of the daytime hours for from 7:30 to 9:30 on Monday, Wednesday and Friday of each week a group of Negroes at Industrial High will be learning about those things nearest their heart's desire, and at the same time working for that high school degree.

---

D.C.

Education-1937
High Schools.
6

# Senate Restores $200,000 Item for New Junior High School Building

## Prosposed School to Be Erected on Banneker Recreation Center; $35,000 Fund to Wipe Out Slum Area at First and L Streets

A junior high school on the Banneker Recreation Center site was assured last week when the Senate cut $100,000 from the House appropriation for construction of a new white senior high school at Fifth and Sheridan Streets and another $100,000 from the appropriation for a white junior high school in Southwest Washington.

The $200,000 slashed from the two white schools will be diverted to a fund for erection of a junior high building on Banneker Center. School officials pointed out that the cut which was sanctioned by the board of education was made in an effort to preserve the 2-1 ratio for disbursement of funds to white and colored schools.

Dr Garnet C. Wilkinson, first assistant superintendent of schools; Dr. Frank W. Ballou, superintendent, and other civic leaders urged the Senate to transfer the fund. The action will not affect the erection of the two white schools. It will merely have three projects under construction rather than two and at the same time preserve the ratio of funds for white and colored schools.

When the Senate received the appropriation only 17.7 was allotted for colored schools. Following the action of that body the ratio for colored was 34.2.

The Senate also inserted an item of $90,000 for the purchase of land for a new elementary school in the vicinity of the old Dennison School, and an item of $35,000 for land in the vicinity of the Douglass-Simmons School to replace the old Jones School at First and L Streets, Northwest.

A proposed recreation center bounded by First, L, Pierce Streets and New Jersey Avenue is being contemplated in that area. The center would wipe out a slum area in that vicinity.

Tribune
6-26-37
Washington,
D.C.

Education-1937
High Schools
6

Georgia
6

### TRAINING FOR NEGROES

Telegraph
4-7-37
Macon Ga.

AMERICUS.—A new and interesting work among Negroes has been instituted recently at Staley High school here. The work is in charge of Royal B. Dunham, manual arts instructor in the school. The equipment consists of meagre shop machinery and materials, which is used in connection with local opportunity for development of talent available within the student body. Fifty or more boys are studying under his guidance.

Professor Dunham believes "bad boys make the best scholars—they stick longer and learn quicker." Another belief held by this developer of Negro talent here is that "a Negro boy who has had some training in how to repair an electric wire or an electric cooking appliance in the home is a better butler or house man than one who has had no such training."

Professor Dunham believes students should be permitted to select their own projects. His students are taught first to read blueprints and then to take directions and reduce them to blueprints. Letting a student select his own course of training, Dunham says, enables the school authorities to avoid costly mistakes. "We might make a poor carpenter out of a boy, except for this policy," he said, "while this same boy, if permitted to follow his own desires, would develop into an A-1 brickmason."

Mattie Hardy, Negress, teaches home economics in Staley High school. She specializes in instructing students in cooking. Her girls all know how to clean a room properly and set a table either for guests or the family circle. She had four years college training before starting to teach at Staley High, and the 150 Negro girls under her instruction are learning how to use their hands and be more efficient either in their own homes, or in the homes of other people.

---

# CITY JUSTLY PROUD OF ELDER'S SCHOOL

Sandersville, Ga., Progress
May 17, 1937

## *Negro Educator Is Leader Among Race*

### PROGRESS FROM WOODEN SHACK TO BRICK BUILDING IS TOLD

One of the institutions of which Sandersville is most proud is the T. J. Elder High & Industrial school for Negroes, which has gained an enviable reputation of service and scholarship.

T. J. Elder has been principal of the school since he came to Sandersville in 1891, and it is largely through his efforts that the school has been built. Before 1891, the school for colored children was held in the Baptist church.

In that year, subscriptions were taken, an acre of land was bought, and the present school plant was begun. Seven tracts of land have been added to the school, and it now owns about five and one-half acres.

From year to year, improvements were made in the plant and campus of the school, and in 1927, work was begun on the present main building, which was financed through public subscriptions, and funds obtained from the Rosenwald Foundation.

In 1933, by action of the city board of education and the mayor and city council, the name of the school was changed from Sandersville High and Industrial school to T. J. Elder High and Industrial school, as a tribute and gesture of appreciation to Elder, for his unceasing work among the Negroes here during the past 40-odd years.

Like him, Elder's wife, Lillian Phinizy Elder, has served her people for more than 40 years as a civic and literary ledaer.

On the accredited list of high school in Georgia, Elder school teaches home economics, vocational agriculture, and manual and industrial training, as well as literary studies. The school encourages all activities which tend to promote health and culture, and athletic contests are scheduled throughout the year with schools of like standing.

Graduates have gone out to become teachers, preachers, doctors, industrial workers, farmers, seamstresses, and cooks.

---

Augusta, Ga., Chronicle
June 11, 1937

# *Board of Education Authorizes Negro High School for Augusta*

## Bus Drivers Are Reemployed for Another Year—Loan Will Be Sought From Bank Until Taxes Collected—Sikes Awarded Coal Contract

Two years of high school study for Negro students was provided by the Richmond County Board of Education at its June meeting last night when it voted to add the courses to the present school curricula and employ the necessary teachers at a cost of approimately $6,000 annually.

S. D. Copeland, superintendent of schools, in reporting on a study he had made at the request of the board, said there are approximately 455 students who may be ready for the high school work next year. He estimated that 75 percent will actually attend the high school, which will require 11 teachers at a cost of $7,150 per year. He said four teachers now in the system can be transferred to the high school which will reduce the teaching cost to $5,400, which with the operating cost and employment of a principal will make the total cost about $6,000 or slightly more.

Under the plan, the students who complete the present courses at both the Floyd and Walker schools would be put in the high school classes, all of which would be located in one school.

Mr. Copeland also explained that under the new plan, the state will pay part of the teachers' salaries, since the state board allows for Negro teachers 60 percent of the salary allowed for white teachers of the same qualifications.

### WILL SEEK LOAN

Possibility that Richmond county will receive more money under the state school distribution plan than at present, was seen in a letter from the attorney general who holds that Bibb county does not come under the plan. Mr. Copeland explained that the Richmond county board of education was created under an act which provides that no school legislation of the general assembly applies to the Richmond county school system unless it is specifically mentioned in the act.

The county attorney was asked to study the act and determine if this county has the same status as Bibb, in which event it would receive more money from the state board because of the greater number of pupils in its city schools.

Mr. Copeland, Thomas J. Fender, president of the board, and Berry H. Ellison, chairman of the finance committee, were authorized to negotiate with the local banks for a loan up to $175,000 to operate the schools until the taxes are payable next fall. The annual loan is made in order to pay teachers salaries and other operating expenses from the time the schools open in the fall until the tax receipts begin coming in.

The same officials were also authorized to negotiate with the banks for a loan when and if necessary to secure the PWA grant for the Richmond Academy addition. Mr. Copeland reported the possibility of a congressional appropriation to finance projects which have already been applied for, and said the application for the Academy addition is on the approved list. The cost of the additon is estimated at $65,000 of which the PWA would give 45 percent and the board would furnish 55 percent.

### SCHOOL BUS DRIVERS

On recommendation of the transportation committee, all school bus drivers were reemployed for the year, and all school lunch room managers were reemployed subject to the approval of the trustees of the schools.

The board received as information, a petition signed by a number of students asking that George M. Dasher be retained as head of the manual training department at Richmond Academy. Mr. Dasher was recently made assistant instructor.

On recommendation of the High school committee, Miss Mary Elizabeth Davenport was elected assistant librarian at Richmond academy at a salary of $1,000 a year. H. M. Felder, who substituted on the Academy faculty for J. B. Moore while the latter was on leave, be elected to substitute for A. E. Anderson, who has been granted leave to study in Europe. Fred P. Sims, assistant principal of the Bainbridge high school, who lives at Blythe, Ga., was elected to the Academy faculty to fill one vacancy and the committee and Mr. Copeland were authorized to select the teacher for the second vacancy from the list of applicants.

Action of the building committee in awarding the contract to repair the damages to the Academy building caused by two recent, incendiary fires, to John W. Sibert on a bid of $7,935 plus the cost of bond, was ratified, and the recommendation of the special committee that a vocational agricultural teacher for the Hephzibah and Blythe High schools be employed was approved.

Selection of the teacher was left to Mr. Copeland and a representative of the state extension service. The salary was fixed at a maximum of $1,800 per year, of which the state and federal government will pay half. In additon, the board authorized equipping shops and canneries at the schools, at a cost of not more than $1,000. It was stated that the agricultural teacher will begin his duties July 1 and will carry on his work 12 months in the year.

### AWARDS LOCAL CONTRACT

The board voted that high school fees be paid in advance and that the shop fee at the Academy be increased from 15 cents to 25 cents. They decided that if the students are unable to pay the fees in advance, they bring a written request for more time from the parents.

The board approved the finance committee's action in awarding the contract for supplying the schools with coal to the Sikes Coal and Wood company a basis of competitive bids, and the contract for hauling the coal from the cars at .50 cents a ton to Frank Patterson. The coal purchased in the contract was 28 cars of run-of-the-mine coal at $4.73 a ton, f. o. b. the cars, and two cars of stoker coal at $4.93 a ton.

The board voted to make no changes in its summer janitor policy as moved by at the May meeting when one member sought to have the janitors employed at full time during the summer to look after the buildings. Under the plan, the janitors will be paid part salary to visit the schools at stipulated intervals and perform certain specified duties on a part-time basis.

The board ratified use of school funds in purchasing used school books during the past week. The money will be paid back to the board by the state department of education when the report is made June 15.

Members of the board officially endorsed the Augusta Guide Book after Miss Velma Bell explained the contents which were assembled and written by workers on the Federal Writers project and that she is seeking to have City council underwrite publication of the book.

Mr. Copeland reported that he Mr. Fender and Mrs. Lester had assisted last week in graduating 435 students from the local schools which was the largest number in the history of the local system.

---

Vidalia, Ga., Advance
August 26, 1937

# Colored School Here Is On State Accredited List

ONE OF ONLY FIVE IN STATE GIVEN SUCH SCHOLASTIC RECOGNITION.

Prof. J. D. Dickerson, principal of the Dickerson Colored School here formerly Toombs County Training School, has been notified by state school officials that his school has been placed on the State High School Accredited List—an utstanding scholastic recognition.

The Dickerson Colored School is the only one of it's kind in this section of the state, and is one of only five colored schools in the state being put on the High School Accredited List this year.

Being placed on the state accredited list is an outstanding scholastic achievement, and the school here is deserving of this honor, for during the 34 years of existence the school has won state-wide recognition for unusual accomplishments.

Recently Prof. Dickerson was reelected as principal of the school for the 34th consecutive term, and in tribute to him for services rendered to the school and the colored people of this section, the Board of Education, changed th ename of the institution to the Dickerson Colored School. The school was started here 34 years ago with Dickerson as the only teacher and with only 24 pupils. The school now has approximately 500 pupils and the faculty has ten members.

Education - 1937

High Schools.

Kansas.

# Up and Doing

Call 2-19-37 Kansas City Kans.

A good example is "catching." A few years ago Coffeyville Negroes, in a fight to open the junior high school of their city to their children, went to court, financing their case by pledging their private credit at the bank. Some talk, and think they are entitled to credit for great service to their people. These Coffeyville folk went down in their pockets, and also borrowed on their holdings and their future earnings in order that their children might have their rights.

Last week the Negroes of Kansas City, another Kansas community, went into action to get a new high school. The situation was an unusual one. These citizens had elected a Negro member to the Kansas legislature. He, in keeping with Kansas law, had introduced a bill which if passed meant the school could be built. Then came a threat to its passage. Thereupon all citizens, regardless of their past differences in party and faction, in church and in lodge, got together and unanimously pledged themselves to support their representative.

Whoever said Negroes cannot unite is unaware of the record of these two Kansas communities. How blessed it is for brethren to dwell together in unity! And it is beautiful, too. These men and women, who show their years of struggling against the limitations which beset their race and class, radiate nobility, which is more beautiful than mere prettiness. They bear the loss of time and money for Negro education, and have in compensation the uplift of soul which makes them blood brothers to all men of character. St. Louis, where a slightly different school fight is being waged, is finding itself in the effort. Verily enemies cause Negroes to learn their strength.

---

Education - 1937

High Schools.

Mississippi.

Jackson, Miss., News
October 9, 1937

# Principals Meet Here to Discuss Negro Programs

Mississippi principals of negro high schools will gather at Tougaloo College on October 8-9 for their annual conference, led by P. H. Easom and J. A. Travis, state supervisors of negro education.

Friday's session will open at 10:30 in the morning with A. A. Alexander as leader of the discussion on educational trends. At 2 o'clock W. A. Higgins will introduce the topic: "Provision for Faculty Growth." School management discussion will be led by J G. H. Bowman at 3 o'clock.

H. C. Heidelberg will lead the attendance session at 7:30 o'clock, and H. L. Thompson will introduce "Improving Library Facilities" at 8:30. Saturday morning's session will hear talks on grounds and buildings, led by F. J. Norwood.

Education - 1937
High Schools.

Missouri.

# The First Colored Catholic High School In St. Louis Opens

St. Joseph's High School, first Catholic high school for Negro boys in St. Louis, opened Monday at 3028 Washington avenue. The school is housed in the building which was formerly the Father Dunn's Colored Orphans Home, which will serve as temporary quarters. The sisters of St. Joseph are in charge it being their first work with colored youth. They celebrated their centennial in St. Louis, April 1936 at the Mother House, 6400 Minnesota avenue.

The school had an enrollment of 28 students during the first four days. Students of all denominations from all sections of the city may enroll. The regular accredited four-year high school course will be taught, the school having been accredited by the North Central Association. New classes will be admitted in February. It will be run on the same plan and have the same curriculum as the Inter-parochial High School of the Arch Diocese of St. Louis. Father John Manion of St. Charles Parish will give daily instructions in religion. Father Alfred G. Thompson, who is Superintendent of all Catholic schools in St. Louis, will also supervise St. Joseph High School. There are two sisters in charge at present, and as the classes increase the staff will be enlarged. Classes begin at 8:45 a.m. and continue to 2:30 p.m., five days a week, with a half hour for lunch.

There is a Catholic high school for girls at St. Ritas, here, taught by Oblate colored sisters.

Argus
9-17-37
(St. Louis)
St. Mo

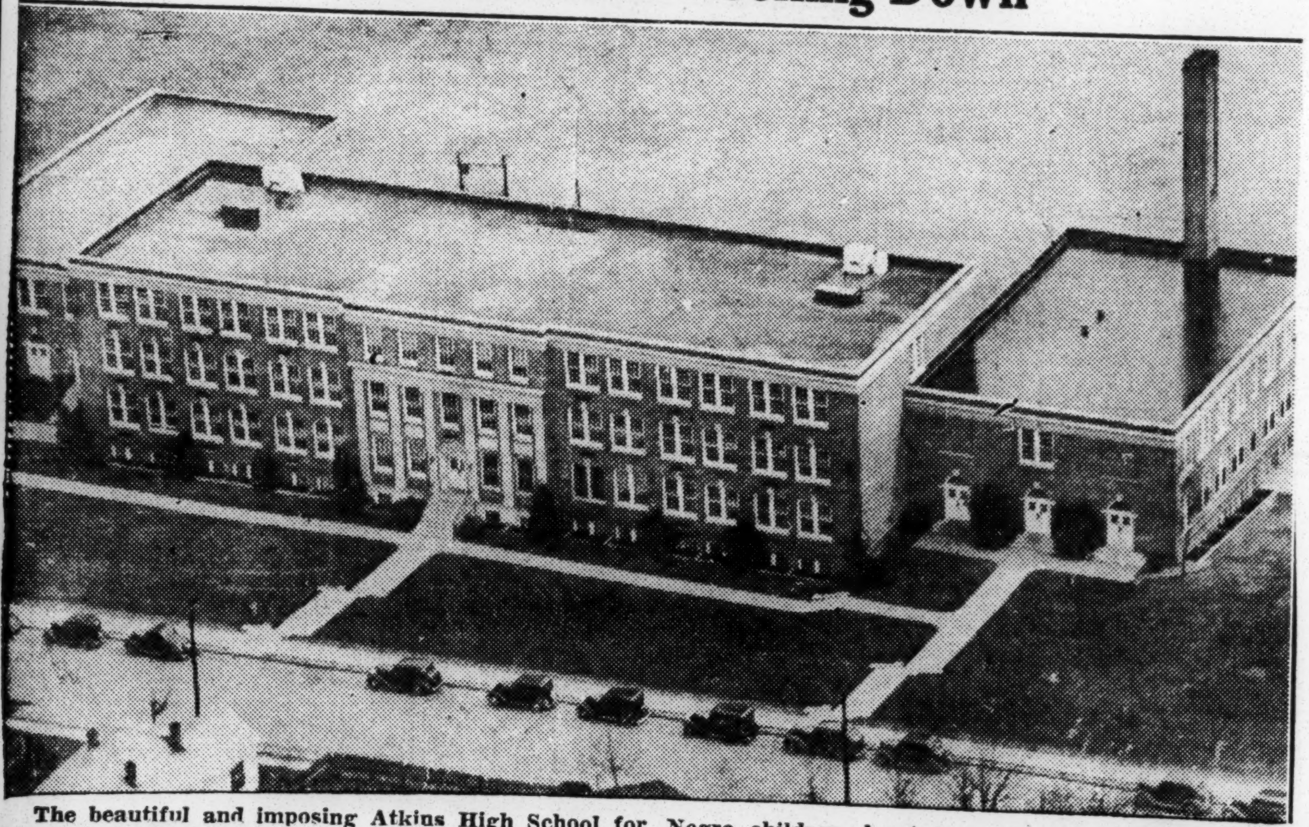
Education—1937
High Schools.

North Carolina

Winston-Salem, N. C., Sentinel
July 21, 1937

T28(

# Winston-Salem Looking Down



The beautiful and imposing Atkins High School for Negro children, located on Cameron avenue, is considered by school authorities to be the most modern and complete Negro high school in the state of North Carolina.—(Staff photo).

---

Fayetteville, N. C., Observer
October 7, 1937

# NEGRO SCHOOL HAS HIGH RANK

## Only Seven in State Rate Higher Than the E. E. Smith High School

Only seven colored high schools n North Carolina now rank above Fayetteville's E. E. Smith high school on the state accredited list according to Horace Sisk, city schoo superintendent.

The schools are ranked according to the attendance, equipment, train ng of teachers, length of term and other factors.

Colored high schools ranking above Fayetteville's are located at Winston-Salem, Charlotte, Greensboro Asheville, Durham, Oxford and Rocky Mount.

The school at Oxford is supported in part by private funds, leaving the school at Rocky Mount the only one in a city of comparable size ranking above Fayetteville.

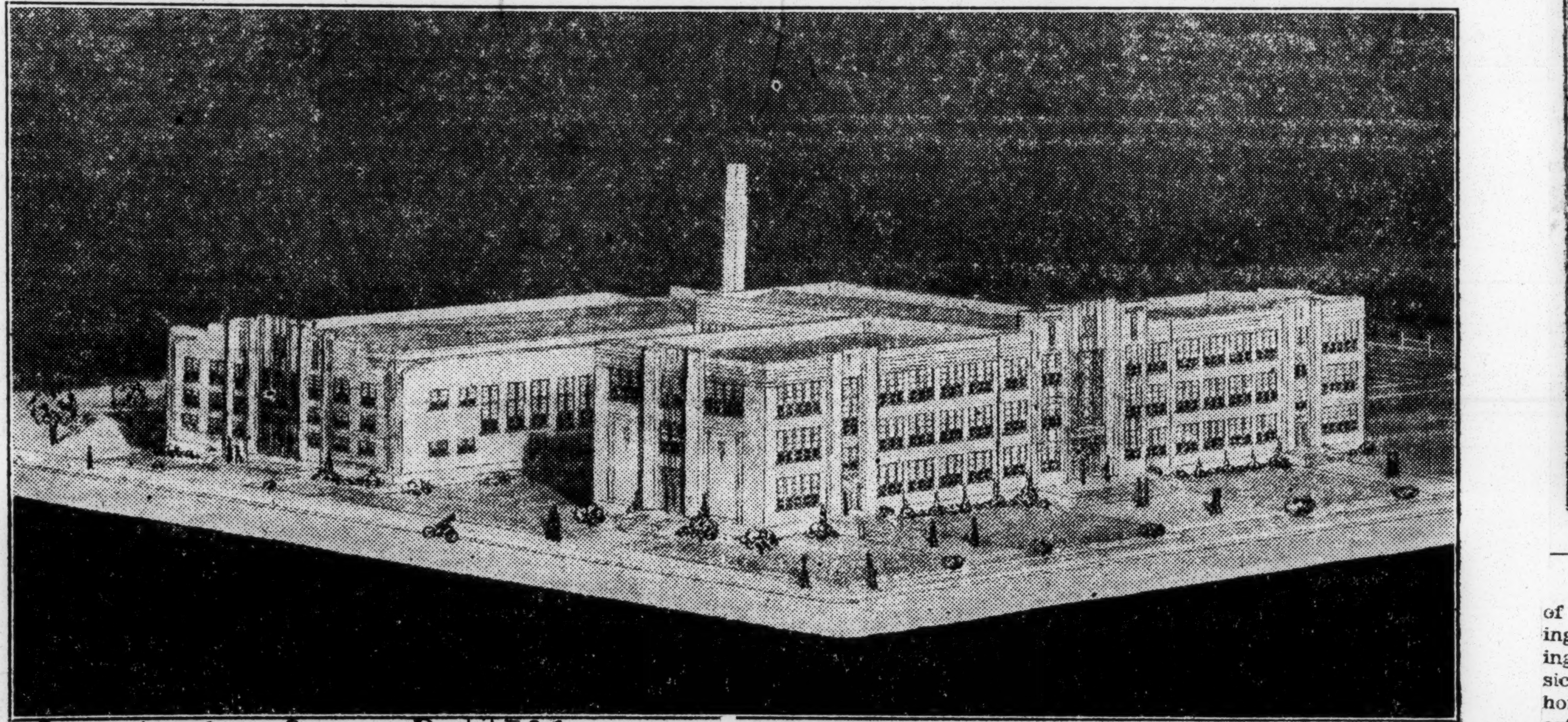
The Fayetteville colored high school by the same standard ranks with or above the schools at Raleigh Wilmington and High Point.

Prof. A. J. Blackburn, who this summer completed his study for a master's degree at Columbia university, has been principal of the E. E Smith school for several years.

Education-1937
High Schools

Tennessee

# The New Pearl High School, Nashville, Tennessee



Plaindealer 3-12-37

Kansas City, Kansas

THE NEW HALF A MILLION HIGH SCHOOL FOR NEGROES in Nashville, Tenn., which is nearing its completion under the supervision of race contractors. The new school when completed will add a credit to the race and will stand as a monument to McKissack and McKissack, contractors and architects.

# McKissack and McKissack, Architects Have Made Progress as Builders; Their Work Stands as Proof All Over South

Plaindealer 3-12-37
Kansas City, Kansas.

## Educate Their Children to Carry on Work Down Through Generations

## New High School Will Place Nashville In A Class Rating for Educational System

NASHVILLE, Tenn.--One of the new additions to the excellent equipment and unusual facilities for the educational development of the people in the South is the new Pearl High School nearing completion in this city.

For several years the citizens of Nashville of both races have looked forward to the replacing of the old and outgrown buildings of the Pearl High School with a new, a more commodious, a more modern and elaborately furnished building which is now becoming the pride of the people of Nashville without regard to race. This new building, costing a half million dollars, is called forth by new needs in the educational growth and advancement of the school population of Nashville.

This city is known far and wide as an educational center, and young men and young women have gone out from this community well trained in the various professions to meet the ever increasing demands of a complex civilization. Fisk University, Meharry Medical College, the A. and I College are educational institutions known around the world for the fine product they have sent out in terms of men and women who take their places on the program of the world's work. In an atmosphere like this, nothing less than the magnificent building which will be known as the New Pearl High School would fit into the ambition, hopes and aspirations of Negro youth, and nothing less than a building of this kind would satisfy the liberal minded board of education under whose supervision the building is being constructed. This board, composed of men of large vision and outlook, represents a community that is forward looking in the preparation made for the training of Negro youth.

This building is designed to accomodate one thousand five hundred students at a cost of a half million dollars. The site is well picked because of its commanding outlook in keeping with the purposes of the building. It contains departments of music, library, science laboratories, home economics for girls, industrial arts for boys, gymnasium, auditorium, appropriate executive offices and other rooms needed to round out the well appointed and appropriate sixty room building known as the Pearl High school. It is made of brick, trimmed with stone, and is fireproof throughout.

**MOSES McKISSACK,**
**Senior Member of the Firm**

### McKISSACK AND McKISSACK, ARCHITECTS

This building has been designed and supervised by the only firm of colored registered architects in the state of Tennessee, McKissack and McKissack. These two brothers, Moses and Calvin, have built up through a stretch of thirty years or more, an organization of which not only the entire race may be proud, but the white people of the south as well, who have given them encouragement and support in their struggle to build their organiaztion and demonstrate the capacity of the race members to stand out in the forefront of architects in a great building period and section of the country. The McKissack brothers are known for their industry, thrift, economy and their loyalty to race enterprises as well as their contribution to the building up of that which makes a great community. They are citizens responsive to the demands upon their time in stimulating community interest and building for the future of the race. For many years they have occupied places on the roster of General Officers as architects in the Colored Methodist Episcopal church.

Miss Catherine M. Bryant deserves special mention for the capable, loyal and efficient service which she has rendered through the years as a stenographer in the office. Another member of the staff is Mr. Earl T. Winder, a graduate from the Architectural Department, Howard University, Washington, D. C.

The two sons of Mr Moses McKissack, Lewis Winter and Moses, Jr., are preparing to continue in the line of architecture and engineering achievement set by their father. They are now in the School of Architecture and Engineering of Howard University.

**CALVIN McKISSACK**
**Member of the Firm, McKissack and McKissack.**

Favorable comments upon the building now just about complete have been coming from almost every quarter to McKissack and McKissack for designing and supervising this mammoth and unsurpassed high school building for Negro youth in Nashville.

### HAVE DESIGNED MANY LARGE BUILDINGS

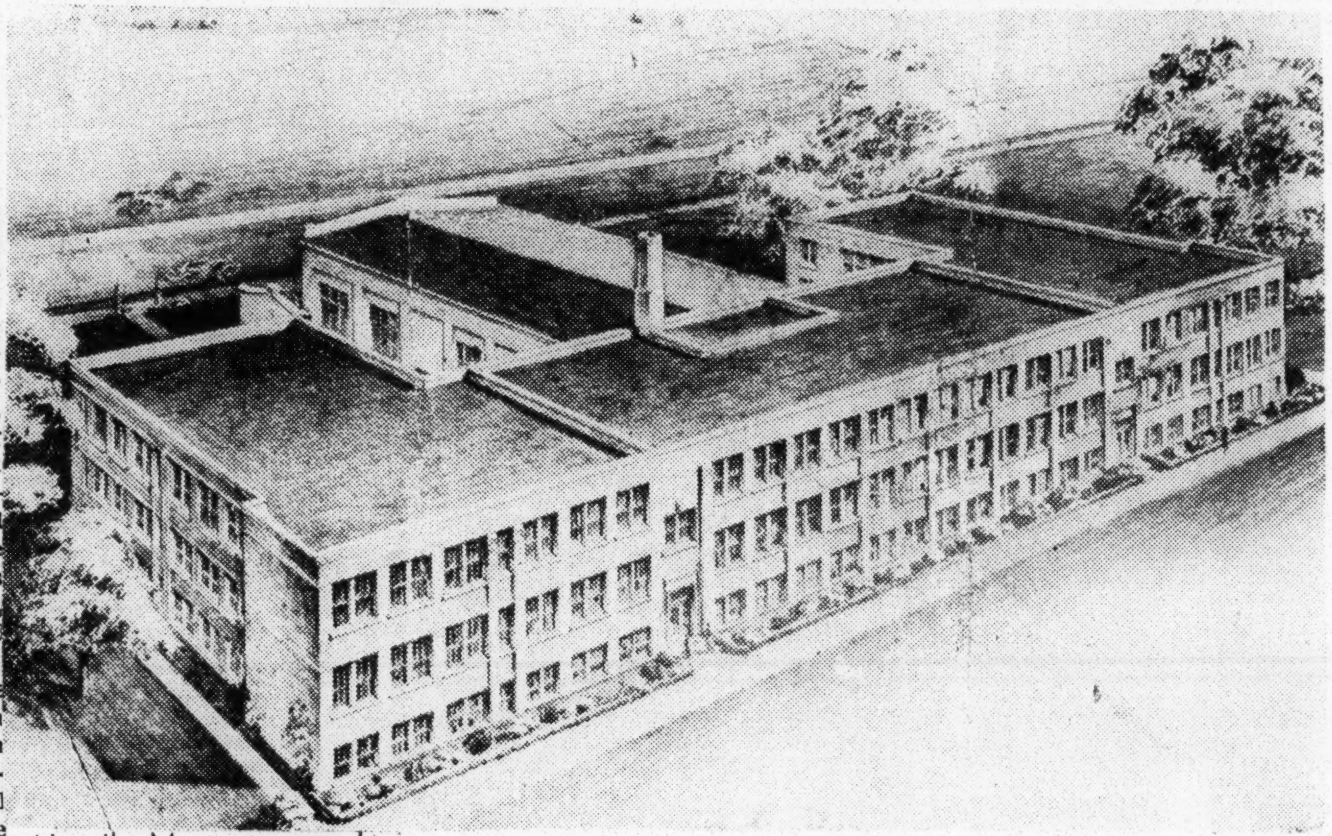
It is a source of inspiration to youth of the race as well as a challenge to the admiration of thousands of race lovers and friends to recall that McKissack and McKissack have designed and constructed many large and important buildings, not only in Nashville, but throughout the Southland. Among them may be found the Morris Memorial building of the Baptist denomination, Nashville, Tennessee, the AME Sunday School Union, Nashville Tennessee, the Publishing House of the Colored Methodist Episcopal Church, Jackson, Tennessee, as well as many of the finest and most beautiful church edifices to be found anywhere in the South, in North Carolina, Georgia, Alabama, Tennessee, Texas, Arkansas and elsewhere.

It is the opinion of many critics that Pearl High School stands in a class to itself, and is the expression of architectural genius, seldom equaled and never excelled. This will stand perhaps for many years as the outstanding monument to the credit of McKissack and McKissack, Architects, in Nashville, Tennessee.

---

Memphis, Tenn., Com'rcial Appeal
October 17, 1937

# Future Appearance of Manassas School



How the Manassas negro h school will appear after addition of two new wings is completed is shown in the above sketch which was prepared by Estes W. Mann, architect who designed the project. The addition will include 30 class rooms, offices and manual training rooms. Approval of a Government grant of 45 per cent of the cost of the addition was announced recently in Washington.

Education-1937
High Schools.
6

Virginia
6

Portsmouth, Va. Star
January 11, 1937

# PERMIT ISSUED FOR BUILDING

### Work Started On New School Structure for Negro Pupils

A building permit was issued today to the city school board in the office of the city engineer for the construction of the new Negro high school to be built at the southwest corner of South and Chestnut streets at a cost of approximately $93,700. Contractor for the work is the R. R. Richardson Company, of Norfolk.

The building will be three stories in height and will be of brick construction. It will contain a large number of rooms and is expected to greatly alleviate crowded conditions in the colored school system.

Work was scheduled to get under way on the first phase of the new construction today. The last of an old building that has been standing at the corner of South and Chestnut streets is now being removed to make way for the new structure. Work of razing the old building has been under way during the past several weeks.

Just how soon the new school will be completed is not definitely known, depending largely on weather conditions. It is expected to be completed, however, in time for use at the next term.

---

Newport News, Va. Press
February 7, 1937

# FUNDS AVAILABLE FOR ORCUTT WORK

### Biggins Announces Project Near Negro School, Center Will Start This Week

Having received definite information that WPA funds have been made available, City Manager J. C. Biggins yesterday announced that the paving project to provide hard surface approaches to the new approaches to the new Negro high school and recreation center will get under way this week.

The city will put up $1,000 and the government the remainder of the undetermined sum necessary for the work, to include curb and gutters and a bituminious surface on Orcutt avenue from Thirtieth to Thirty-fifth street and on Thirty-fifth street between Orcutt and Roanoke avenues.

Application for a WPA grant was made last fall to provide work for unemployed and to improve approaches to the two structures recently completed. There were doubts for a while whether funds would be forthcoming, but Representative S. Otis Bland aided in getting approval of WPA authorities in Washington, and the project was okayed.

Through an arrangement with J. H. Saunders, school superintendent, a sidewalk has been laid on one side of the avenue to save children attending Huntington high school from having to wade through mud in bad weather. This was done on assurances from the city that the avenue would be paved.

A force will be assembled over the week-end and work "probably" will start Wednesday. Materials for the job will be assembled by the time grading is completed.

---

Richmond, Va., Times-Dispatch
April 9, 1937

# Negro School Needs Funds, Binford Says

With tabulation of bids to build and equip the Maggie L. Walker Negro High School consumed another day without reaching completion, Jesse H. Binford, Richmond schools superintendent, said yesterday his "own view" was that about $100,000 more money is needed from the city to assure the kind of plant originally intended.

An unofficial reckoning of cost from the low figures submitted for the 15 separate contracts involved showed approximately $532,000 would be needed, as against the $465,000 figured as a maximum for land, building and equipment when the PWA-aid project was launched.

"We had planned a vocational high school which will carry a sufficient number of shops to carry out the purposes of such a school," Mr. Binford said. "If we cannot get sufficient funds to build a school of that type, it would be better not to build anything until such funds are available. I hope the needed funds may be obtained."

### Changes Would Be Needed

W. T. R. Morris, school board clerk and supervisor, said that while basic bids may be whittled down somewhat, this would mean acceptance of alternate figures submitted in the different brackets, involving changes or omissions in the specifications drawn by Carneal, Johnston and Wright, architects. He said a report on various possible combinations of figures from the list received Tuesday would be laid before the school board at a special meeting, probably early next week.

The site at Lombardy and Leigh Streets, former location of Hartshorn College, already has been purchased and graded. a PWA grant of $209,250 has been approved, and the city was to have furnished 55 per cent of the cost, or $255,750.

The school, if carried through, will be one of the most modern vocational high schools in the South, Mr. Binford said.

---

Richmond, Va. News-Leader
April 8, 1937

## GOLF OR EDUCATION?

Announcement that construction costs of the proposed Maggie Walker High School for Negroes are between $80,000 and $100,000 in excess of funds available for the project places before City Council a golden opportunity to advance Richmond a long way on the road to an orderly, law-abiding community in which both races have something approaching equal educational opportunities.

If Council can, without quibble, vote $75,000 for the purchase of a municipal golf course, a recreational facility the city has gone without for some 200 years, and one that will be used by a limited number of people, it should not be difficult for Council to make up the deficit needed to start the Maggie Walker School on the road to completion.

A very real and disastrous blow will be dealt Richmond's progress toward social betterment if the high-school project is abandoned. What better proof can be found than the fact that while the Negro forms 29 per cent. of the city's population today, 55 per cent. of the total arrests are made among his people?

The great need of the Richmond Negro today is occupational training such as is offered the white youth of the city by John Marshall High School and the Virginia Mechanics Institute. Unemployment is higher among Negroes than the whites, and largely so because the demand today is for trained workers. The training that will fit the Negro for an honest job is not now available to him in Richmond.

Is it a wonder that crime rates and dependency among the Negroes are high when one considers the fact that there is only one gymnasium for Negroes in the entire city and none in any city school for Negroes? It might be noted, too, that there are seventeen white city playgrounds and only seven Negro playgrounds.

Until Richmond provides its Negro youth with adequate educational facilities, with facilities for proper occupational training that will enable them to earn a decent living, the crime rate and the delinquency rate among Negro youth will remain high and continue growing. If City Council wishes to go down in Richmond history as a legislative body that accomplished an outstanding act for the betterment of the city as a whole, it has that opportunity before it now in providing for the completion of the Negro high school.

# Fluvanna County Has $25,000 High School And Nine Busses

(Staff Correspondence)

CHARLOTTE COURT HOUSE, Va.—A county with a Negro consolidated high school recently completed at a cost of $25,000 and equipped, among other things, with a motion picture projection outfit valued at $2,200, was revealed last week at the twenty-fifth annual meeting of the Negro Organization Society in the Grand United Order of Moses Hall here.

The report was made by the Rev. S. C. Abrams, supervisor of Fluvanna County schools, who revealed also that there are 123 pupils of high school grade in the new high school, and that there are nine busses for transporting colored school children in the county, all operated at public expense.

There are nine colored schools in the county now, as against 19 several years ago. The decrease, he stated, is due to a systematic consolidation over a period of years.

Of the receipts from operating the moving picture equipment in the new high school, Rev. Mr. Abrams said, $80 has gone toward new buildings, $40 for improvements, $66 for community sanitation, and $190 for miscellaneous expenses.

County patrons are paying the salary of a teacher in charge of the music department who is a graduate of Hampton Institute, he said, but arrangements are being made for the county school board to assume this responsibility by next year.

Journal & Guide

11-20-37

Norfolk, Va.

11-20-37

Alabama.

Education-1937
Illiteracy

Selma, Ala., Times Journal
June 24, 1937

## THE WILL TO KNOW

The opening this week of two adult illiteracy classes among negroes here is indication that the campaign to spread education among older persons of the state has gained a permanent status, the benefits of which cannot be measured in figures or words.

Thousands of pupils, white and black, from the age of 16 into the nineties, have been taught to read and write in such classes, disproving the old adage that "you can't teach an old dog new tricks."

For those of us who read and write unconsciously, it is impossible to conceive of the miracle that has come to those who have recently acquired these abilities. Wonders of the printed word are unrolled before eyes that were partially blinded by their inability to read and understand. Shame in their lack of education has been replaced with pride and an avid eagerness to seize every advantage offered through a new accomplishment. Brains that once were locked tight to the light of truth are blossoming into greater development and appreciation of things that were beyond imagination. Minds that once were dormant are spurred to thought, bearing the thinker out of the slough of mental animalism to the full estate of humanity.

Nothing could be more inspiring than the manner in which these classes have been welcomed by the ignorant of both races. Their will to know, and their dogged determination to seize upon their golden opportunity, offer encouraging evidence of the basic mental strength of the human race.

---

Education-1937
Illiteracy

Georgia.

Telegraph 9-27 Macon Ga.

By EUGENE ANDERSON

### NEGRO EDUCATION IN GEORGIA

An important educational work has been conducted at the Fort Valley Normal and Industrial School for Negroes since the middle of August. It is a state-wide service, training institute for colored WPA adult teachers. It ended August 27. The idea behind the institute is that adult education demands continuous growth of teachers as well as of students. Teechniques of organization and teaching were sought to be improved. Educators, Works Progress Administration officials, and interested citizens aided the faculty members. The local superintendent of schools co-operated. A definite schedule of class work was carried out daily, and each class discussed freely problems presented by different members. The program included the following chapel speakers:

D. B. Lasseter, director of NYA and Education, Georgia WPA; M. D. Collins, state superintendent of education, Atlanta; Miss Jane VandeVrede, director Division of Woman's and Professional Projects, Georgia WPA; Dr. J. A. Atkins, specialist in Negro education, Washington, D. C.; Supt. J. F. Lambert, Fort Valley; R. L. Cousins, state supervisor of Negro education; Eugene Anderson, author of "Around the Circle column," Macon Telegraph, Macon; H. A. Hunt, president, Fort Valley Normal and Industrial School; G. H. Townes, Fort Valley Normal and Industrial School; Rev. A. S. Clarke, principal of Gillespie Colored School, Cordele; Colleen Jordan, Georgia Negro WPA supervisor of Recreation, Macon.

---

Columbus, Ga., Enquirer-Sun
September 14, 1937

## Schools For Adult Negroes Operating

Operating two hours each evening, the colored W.P.A. adult schools are now open at Macedonia church, on Moton street, and at Grant's chapel on the Glade road.

The classes at Macedonia are open from 5 p. m. until 7 p. m. and the classes at Grant's chapel are open from 7:30 p. m. until 9:30 p. m. These classes are under the direction of Prof. A. H. Williamson, W.P.A. teacher who has just returned from a special training at the normal industrial school at Fort Valley.

Subjects in each of the classes consist of reading, writing, spelling, arithmetic, history, geography, english, civics and good citizenship. Twenty-four illiterates have already enrolled; 30 near illiterates and a number of students who have never completed elementary grades. A class in current events is maintained for advanced students.

One night each week open forum meetings are held and topics of better health and better living are stressed.

On Friday evenings lessons in physical training are given. A library will be installed containing literature needed for the work. Any literature contributed to the library will be appreciated.

Anyone who desires may enroll in the classes without cost.

Education-1937
Illiteracy

South Carolina

Spartanburg, S. C., Herald
February 11, 1937

# NEGRO LITERACY CLASSES SET UP

## Two Teachers Appointed for WPA Educational Work Among Adults

The appointment of two negro teachers on WPA literacy projects for negro adults was announced yester~~day by~~ Mrs. Mary Stoddard, county supervisor of WPA educational work.

Those appointed are: Bertha Thompson of Thompson alley and Elizabeth Boyce of South Thompson street.

Classes for illiterate negro adults will be conducted by the teachers daily. Arrangements for classrooms are to be made later.

The newly appointed teachers are now engaged in recruiting students for the classes, which are scheduled to open Monday.

Mrs. Stoddard issued an appeal to the public for the donation of lower grade textbooks for these classes. The books may be left with C. N. Hamilton at the negro business school, 175½ North Church street.

---

# WPA Teachers Work Miracle

Journal and Guide

WASHINGTON, D. C. — The work of Negro teachers employed by the Education Division of the Works Progress Administration in South Carolina has been varied, helpful, and far-reaching, according to a report sent to Washington officials recently by Lawrence M. Pinckney, state administrator.

"The WPA adult education classes have served and are serving as stabilizers," Mr. Pinckney reported. "They are stimulating pride and self-confidence, givign valuable information, and providing diversion for people who otherwise would be neglected."

12/18/37

A survey of 51,006 Negro homes in South Carolina made in the fall of 1935 revealed that 27,916 mothers and fathers could not read, 28,397 could not write, and 7,869 children between the ages of six and fourteen years were out of school. This information, brought up to date by a later house-to-house canvass by teachers, is the basis upon which the present orpgram has been worked out.

Norfolk, Va.

### 242 EMPLOYED

12-18-37

At present the program employs a total of 242 teachers to conduct 953 classes. The total number of enrollees is 17,956, while the number puarticipating in related activities is approximately 26,500. More than 10,000 persons have been taught to read and write.

The program now includes literacy classes, general adult education, nursery schools, classes in agricultural subjects, an dclasses in homemaking. In addition, all students are given basic instruction in health and sanitation, recreation, and the use of library facilities.

A feature of the general adult education program, according to Mr. Pinckney, is the business school being conducted by WPA teachers in Spartanburg. This school opened in the fall of 1935 and has graduated 57 trained typists and stenographers. Man yof the graduates have found employment and others have gone to college and are paying their expenses with money earned as part-time clerks.

Nursery schools in the state take care of 360 colored children daily, and furnish employment for 20 teachers.

The WPA teachers of agriculture cooperate with the county agricultural agents in helping small farmers to become self-supporting through better farming methods. The teachers have also assisted the people of their communities in planting gardens, treating small grain, curing sweet potatoes, repairing home and farm buildings, repairing farm machinery, killing and curing meat, cullin gpoultry, and pruning fruit trees.

The WPA economics teachers in the state have tackled a thre-fold job: first, of interesting the students in themselves; secondly, of helping them secure the necessities of life; and thirdly, of teaching them how to use what they have to utmost advantage.

### CONDITIONS IMPROVED

As a result of this work, Mr Pinckney reports, many pupils, old and young, who were illiterate three or four years ago are now doing work of fourth and fifth grade levels, and the beginners of a year ago are writing simple letters and reading simple materials of first and second grade levels. At the same time there has been created within the parents the desire not only to better their children's condition. but their own as well.

South Carolina

Education - 1937
Illiteracy

Bamberg, S. C., Times
July 15, 1937

# COLORED ADULT OPPORTUNITY SCHOOL

F24th

An Adult Opportunity School for colored people of the district, including Orangeburg, Bamberg, Barnwell, Colleton, Beaufort, Hampton, Allendale and Jasper Counties, is being held at the Voorhees School in Denmark under the direction of Miss Will Lou Grey.

The student body is composed of 49 pupils of both sexes, ranging in age from those just out of high school on up. Five teachers make up the faculty.

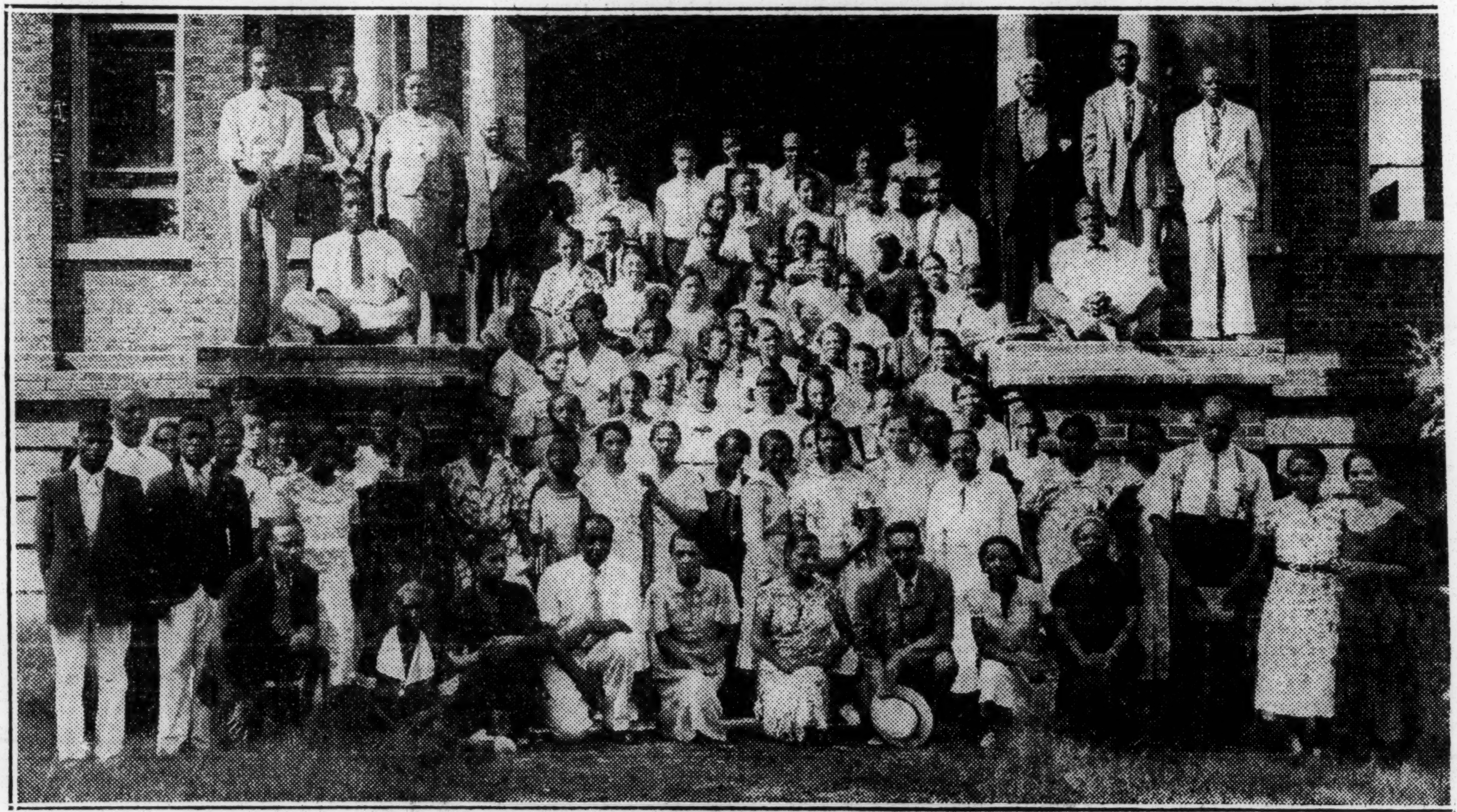
A project in which "Better Living" in which the three "R's" are correlated, is being worked out. This course, sponsored by the PWA, will last four weeks.

At the same time and place Miss Laura Blackburn of the State Health Department is conducting a two weeks' course for midwives from all over the State. About 33 are enrolled. Miss Blackburn is being assisted by Miss Elizabeth Craig, public health nurse of Berkeley County and Nurse Trezevant.

---

Columbia, S. C. State
September 3, 1937

# Conference for Adult Teachers at Benedict



STATE WPA TRAINING CONFERENCE

James A. Atkins, specialist in education, Washington, left Tuesday after a ten-day visit at the adult training conference, which is holding a 30-day institute at Benedict college. One hundred teachers in adult education in South Carolina had individual conferences about their work and problems with the visitor, and many helpful suggestions in class room instruction were received during his stay here.

Several extra-curricula activities were observed during his stay here. Saturday, August 28, he accompanied a delegation of students and faculty members to University Terrace, where several of the 74 recently completed apartments for Negroes were inspected.

After the inspection tour, Atkins and Dora E. Daniels in charge of the adult training conference made the following statements: "The University Terrace project is one of the most attractive and most substantial of the housing projects I have seen. Without doubt it will meet a long felt need of the underprivileged Negro population of Columbia. It will serve as a demonstration of good housing for Negroes of all classes. It will contribute to the health and general welfare of the entire city."

Monday evening an interesting panel discussion of the topic, "The Role of the Teacher in the Teaching of Government," was held for the conference teachers in Antisdel chapel, when Atkins acted as chairman of the panel. Other members of the panel were: Etta B. Rowe, State college, Orangeburg; Rosamond Alston, State college, Orangeburg; Prof. W. H. Hubert, Benedict college; Prof. I. M. A. Myers, Allen university; Carlton A. Duckett and Joseph D. McGhee, Benedict college.

The training conference began its session at Benedict August 10 and will close September 7.

Teachers enrolled from the various counties of the state are: Abbeville county, Lillie B. Clinkscale; Allendale county, Annie Lou Johnson, Rosa Maner; Anderson county, Helen Speed, Anna Bailey, Frances Simpson; Bamberg county, Mamie Handy; Barnwell county, Katie Allen; Beaufort county, Esther Rainey, Maria Singleton; Berkeley county, Louise Johnson, Elmore Anderson, Gabriel Mack; Calhoun county, Isabell Parker, Ethel Argyle, James Brown; Charleston county, Addie Alston, Emily Gough, Lula Johnson, Alethia Meggett; Cherokee county, Juanita Gaston Alenia Campbell; Chester county Ruth Reid, Scott Foster; Chesterfield county, Margaret Wilson, Rebecca Anderson; Clarendon county, Lucille Garner; Colleton county, Jarodis Belton, Timothy Robinson, Florence McTeer; Darlington county, Bertha Streator, Roxie McCray, Alethia Murray, Rosa Cooper; Dillon county, Mary Townsend, Rachel James; Dorchester county, Mabel Summers; Edgefield county, Corrie Gaston; Fairfield county, Cora Vanderhost; Florence county, Marie McLaurin, Alice Jenkins; Georgetown county, Ernestine Robinson, Lula Strong; Greenville county, Lucinda Wilson, Laura Rector, Thomas Andrews; Greenwood county, Farrar Webb, Herman Hill, Loudon Fletcher; Hampton county, Daniel Brown; Horry county, Ida Reaves, Hazel DeWitt; Jasper county, Celia Scott; Kershaw county, Mattie Davis, Benjamin Hall; Lancaster county, Carrie Jenkins, Magnolia Shaw; Laurens county, W. H. Reddick, George Shelton; Lee county, Viola McDuffie, Gussie Arnold; Lexington county, Jessie Weston, Henrietta Bouie; Marlboro county, Ardella Roberts, Callie Sanders; McCormick county, Carrie Johnson; Newberry county, Nancy Haltiwanger, Hattie Alexander; Orangeburg county, Catherine Dannelly, Charlie Davis, Goldie McDuffie, Eva Trezevant; Pickens county, M. M. Strickland, James Richardson; Richland county, Geneva Lewis, Mary Palmer, Annie Garrison, Eallie Rice; Saluda county, Alleen Hammond, Milledge Hammond; Spartanburg county, Elizabeth Boyce, Carrie Hamilton, Geneva Barksdale, Doll Mann, Savannah Smith, Madora Gist; Sumter county, Clarence Calclough, Alice Franklin, Thelma Singleton, Alberta Hunter, Elouise Roach, Clarence Holmes; Union county, Willie Hodges, Mary Talley; Williamsburg county, Cora Johnson; York county, Lillian Pride.

Education - 1937
Illiteracy

Virginia
6

# WPA Adult Teachers End Two-Day Session

---

BURGESS STORE, Va. — The first in a series of training institutes designed to offer the WPA teachers additional training in the methods and techniques of teaching adults was concluded on the Northern Neck Sept. 16. The conference had 100 per cent attendance of WPA teachers from Northumberland, Westmoreland, Richmond, Lancaster, King and Queen, Essex, Middlesex, and King William Counties.

Journal & Guide
9-25-37
Norfolk, Va.

The conference carried as its main theme the presentation of desirable methods in adult education, the organization of materials to individual needs, the participation and cooperation of all educational agencies in adult education, and the planning for permanent possibilities.

One session was open to the public, at which T. C. Walker, adviser and consultant on Negro Affairs PWA, addressed a large gathering on the value of continuing education.

W. S. Brent superintendent of schools for Northumberland and Lancaster counties said that the schools among Negroes had been of inestimatable value. J. L. Blair Buck, State Director for the WPA Educational program, expressed the wish, in his address that the state might take over and plan for a permanent program in adult education, adding that Dr. Sidney B. Hall, superintendent of Public Instruction was already considering such possibilities.

The conference program and instruction was under the direction of Samuel A. Madden, supervisor of Negro WPA adult education.

WPA educational leaders who appeared on the program included Miss Loula C. Woody, James B. Patton, Jr., asistant state WPA educational director; Mrs. Lea B. Cowles, state supervisor of WPA nursery schools and Miss Virginia Gregory, state supervisor WPA adult education.